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H. Armstrong Roberts

*And heavenly thoughts as soft and white
As snowflakes on my soul alight,
Till all my being seems to be
Transfigured by their purity.*

—JOHN TOWNSEND TROWBRIDGE

45542

January, 1944

Volume XXX Number 1



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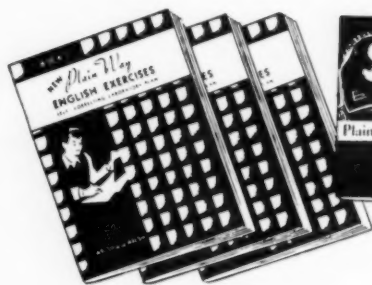
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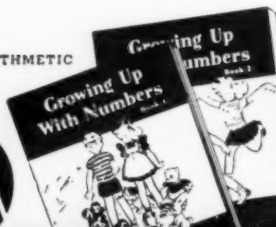
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SCHOOL and COMMUNITY

INKS FRANKLIN
Editor

EVERETT KEITH
Executive Secretary

Vol. XXX

No. 1

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1944

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SCHOOL AND COMMUNITY

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Age	Premium	Age	Premium	Age	Premium	Age	Premium
16.....	\$ 4.97	27.....	5.85	38.....	6.82	49.....	12.38
17.....	5.07	28.....	5.88	39.....	7.06	50.....	13.28
18.....	5.15	29.....	5.90	40.....	7.35	51.....	14.28
19.....	5.26	30.....	5.93	41.....	7.68	52.....	15.38
20.....	5.37	31.....	5.95	42.....	8.08	53.....	16.59
21.....	5.47	32.....	5.98	43.....	8.49	54.....	17.93
22.....	5.58	33.....	6.06	44.....	8.99	55.....	19.37
23.....	5.64	34.....	6.15	45.....	9.52	56.....	20.97
24.....	5.71	35.....	6.26	46.....	10.12	57.....	22.70
25.....	5.77	36.....	6.42	47.....	10.80	58.....	24.58
26.....	5.81	37.....	6.61	48.....	11.54	59.....	26.62

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Yes, for as long as membership is maintained in the Missouri State Teachers Association and premiums are paid. The rates and benefits are not affected by changes of employment or residence.

How Safe is This Insurance?

One of the soundest legal-reserve companies underwrites the insurance. All claims, 242 in number, have been paid without delay.

What is the Conversion Privilege?

A member has the privilege of converting or changing Group Life Insurance, without a medical examination, into an individual life policy at standard rates.

How Much Has Been Paid in Benefits?

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Please write EVERETT KEITH, Secretary, Missouri State Teachers Association, Columbia, Missouri, for a free application blank and full information.

Constitutional Convention Proposals

Proposal No. 178, introduced by Delegate V. E. Phillips, Kansas City, rewrites Sections 12 and 12A, Article X, making it possible for cities having a population of 5,000 inhabitants or more, by a two-thirds majority vote, to incur an indebtedness not exceeding 10% of the value of taxable property.

Proposal No. 193, introduced by Delegates R. E. Kirchner, Syracuse, and Alva F. Lindsay, St. Joseph, provides for the liquidation of the county and township school funds.

Proposal No. 196, introduced by Delegate Franc L. McCluer, Fulton, provides that "all revenue collected and moneys received by the State from any source shall go into the treasury and the General Assembly shall have no power to divert the same." Obviously, the effect would be to prevent the earmarking of funds.

Proposal No. 201, introduced by Delegate William L. Bradshaw, Columbia, amends Article X, by adding a new section relating to refunding bonds.

Proposal No. 203, introduced by Delegate John T. Opie, Kansas City, makes possible the liquidation of county school funds by a majority vote of the qualified voters of the county.

Proposal No. 209, introduced by Delegate R. W. Brown, Carrollton, provides that the constitutional limit for current school purposes shall be the same for all school districts—\$1.00 on the \$100 valuation.

Proposal No. 228, introduced by Delegate John T. Opie, Kansas City, provides that the Legislature may abolish all ad valorem taxes exempting all tangible and intangible property from taxation.

Proposal No. 232, introduced by Delegate John T. Opie, Kansas City (by request), provides for the liquidation of county school funds, to be effective in the City of St. Louis by a majority vote.

Proposal No. 233, introduced by Delegate John T. Opie, Kansas City, (by request), provides for a state board of education of nine members—three appointed by the Board of Curators of the Univer-

sity of Missouri, three appointed by the Board of Regents of the Teachers Colleges, and three appointed by the Missouri State Teachers Association.

Proposal No. 236, introduced by Delegate Kirk Jones, De Soto, provides for a state board of education of six members, to be appointed by the Governor with the consent of the Senate, the chief function of which would be the appointment of a Commissioner of Education.

Proposal No. 241, introduced by Delegate Geo. W. Kirk, Sikeston, provides for centralized assessment by trained assessors and abolishes the office of county assessor.

Proposal No. 247, introduced by Delegate Wm. L. Bradshaw, Columbia, (by request), relates to limitation and indebtedness of school districts and provides for refunding of indebtedness on or before maturity.

Proposal No. 254, introduced by Delegates Joe J. Manlove, Joplin, and L. N. Searcy, Eminence, provides for the establishment and maintenance of area schools, junior colleges, and vocational schools.

Proposal No. 256, introduced by Delegate A. Evan Hughes, Overland, (by request), makes possible the consolidation of town and consolidated school districts in counties having a population of more than 200,000.

Proposal No. 258, introduced by Delegate A. Evan Hughes, Overland, (by request), amends Section 5 of Article VIII and provides that all elections shall be under the jurisdiction of the public official or commissioner having charge of registration of voters. This would, of course, include school elections.

Proposal No. 259, introduced by Delegate A. Evan Hughes, Overland, (by request), makes possible the consolidation of town and consolidated school districts.

Proposal No. 266, introduced by Delegate C. W. Burkhead, Houston, earmarks 50% of the net proceeds from the sales tax for old age pensions.

Proposal No. 272, introduced by Delegate O. C. Tee, Hamilton, is an enabling provision for retirement funds.

Proposal No. 281, introduced by Delegate Wm. H. Allen, Kansas City, (by request), authorizes pension and retirement programs.

Proposal No. 283, introduced by Delegate V. E. Phillips, Kansas City, rewrites Section 12, Article X, removing the limitation on indebtedness.

Proposal No. 302, introduced by Delegate Everett Hullverson, St. Louis, rewrites Sections 3 and 4 of Article X, and provides that no tax shall be levied on any personal property in the state.

Proposal No. 305, introduced by Delegate Everett Hullverson, St. Louis, provides for city universities in cities of over 300,000 population.

Proposal No. 312, introduced by Delegate Howard C. Potter, Springfield, rewrites Article X, providing that the limits of taxation do not apply when levies are authorized by a two-thirds majority vote.

Proposal No. 316, introduced by Delegate Amanda D. Hargis, Springfield, (by request), makes possible the consolidation of school districts in counties having over 100,000 population under one board.

Proposal No. 317, introduced by Delegate John T. Opie, Kansas City, gives the Legislature authority to abolish all ad valorem taxes on tangible and intangible property and to exempt such property as a whole from taxation.

Our Teacher Poets

GONE

HE'S GONE from his accustomed place,
Gone to face

The world he taught so well,
Gone—no more answering of the bell.

We faced each other across the hall each
day,

Watched students think and play,
Spoke softly, so those about
Could not hear our heart strings shout.

Each class gave a token,
Either a gift, or one spoken.
But none could fill the poignant space,
Of having to leave his accustomed place.

We fear not his future state.
He knew the questions,
And answers too, though late
Came the call, for task so new.

America be proud for such as he,
Who taught the youth what ought to be.
He left the book, the desk, the rule;
The maker of men—the school.

— SAM PASSIGLIA
Kansas City

MATHEMATICS

TEN LITTLE schoolmams
Trying to educate
One Waved and one Wacked
Then there were eight.

Eight peppy pedagogs
Filled with snap and drive
Industry gobbled three
Then there were five.

Five earnest teachers
Toiling more and more
One joined the Farmerettes
Then there were four.

Four harried schoolmams
Working wearily
"Army Nurses Needed Now"
Then there were three.

Three tired instructors
Feeling lone and blue
One wed a General
Then there were two.

Two little schoolmams
Working sun to sun
"Typists needed for the War"
Then there was one.

Comes now the ambulance
To the schoolhouse door
When ten battled ignorance,
There aint none, anymore.

— FREDRICK MOFFITT

Enrollment and Teacher Conditions in Missouri

Editor's Note: On November 10, 1943, the State Department of Education sent an information blank to the superintendents of the high school districts and the county superintendents of schools to determine the conditions of the enrollment of pupils and the teacher situations in the rural, elementary and high schools in Missouri. On the basis of returns to the State Department of Education from 514 superintendents of high school districts and 34 county superintendents the most significant facts of the survey are given below.

The enrollment from September 1942 to September 1943 shows a very definite trend downward. The largest drop in enrollment is in the rural schools with a drop of 9.4%. At this rate, the loss in enrollment in the rural schools in Missouri is about 15,166 pupils. The drop in enrollment in the elementary schools is 3.3%. At this rate, the loss in enrollment in the elementary schools of high school districts in Missouri is about 11,457. The drop of enrollment in the high schools is 6.5%. At this rate, the loss of enrollment of the high schools in Missouri is about 10,370. The total loss is about 36,993 pupils in the state as a whole.

The number of teachers employed in September 1943 was less than the number of teachers employed in September 1942. The per cent of loss was not as great as the per cent of loss in enrollment. In the elementary schools of the high school districts, there was a loss of 60.1% of the men teachers, and a gain of 10.8% of the women teachers; in the high schools there was a loss of 14.5% of the men teachers, and a gain of 1.3% of the women teachers; and in the rural schools there was a loss of 37.1% of the men teachers, and a loss of .7% of the women teachers. If this is a true picture over the state, the 4,755 men teachers employed and the 20,185 women teachers employed last year outnumbers

the present employment of teachers which is 3,279 men and 21,295 women. In other words, there are 366 less teachers in Missouri now than there were last year.

The number of teachers that were replaced during the time covered by this study is surprising. 35.6% of the teachers in the rural schools, 28.5% of the teachers in the elementary schools, and 29.3% of the teachers in the high schools were replaced during this time. If this is a true picture of the state 2,275 rural teachers, 2,725 elementary teachers, and 2,300 high school teachers were replaced in Missouri.

The reasons teachers were replaced are shown in Table I. The reasons why 90% of the men were replaced are entrance into the armed forces, transferring to other teaching positions, obtaining employment in industry and commerce, and securing teaching positions in the army and navy. The reasons why 90% of the women were replaced are transferring to other teaching positions, obtaining employment in industry and commerce, marriage, entrance into the armed forces, and housekeeping.

Other reasons why teachers were replaced are as follows: Some men entered government services, state employment, social service, law school, the ministry and several became farmers. Other reasons women were replaced were illness, scarcity of domestic help, resigning to become mothers, entering embalming school, social work, nursing and church work. Three lady teachers found teaching to be unglamorous, and one quit teaching for "pure cussedness."

The number of departments or subjects that were dropped because of lack of teachers were as follows: music—47; commercial subjects—39; shop—23; science—21; physical education—17; mathematics—16; agriculture—14; home economics—11; and coaching—10. These departments dropped were not sectional; however, the smaller

high school districts were in greater distress than the larger high schools.

The superintendents anticipate that 20% of the remaining men will be inducted into military service during the present school year. These men are teaching physical education, science, mathematics, social studies, agriculture, music and shop.

The available teacher supply in the community is ample in a few centers, but in the state as a whole the situation is serious. The rural areas in most cases have no additional available supply. The teachers of science, mathematics, physical education, commercial subjects, and music are very much in demand.

Table I. Reasons Teachers Leave Positions in Missouri
(Expressed in per cents)

Reasons teachers leave positions	Rural Districts		High School Districts		Total	
	Men	Women	Men	Women	Men	Women
Other teaching positions . . .	29.2	43.6	31.0	45.4	30.7	45.1
Industrial and Commercial positions	14.8	32.6	16.4	20.6	16.2	23.3
Armed Forces	49.4	4.2	37.8	5.0	39.6	4.8
Marriage		8.1		14.6		14.6
Army or Navy Teaching positions	1.2	.6	6.4	.3	5.7	.4
Housekeeping		5.1		1.7		2.5
Retired6	.3	.9	1.9	.8	1.5
To join husband				2.4		1.9
Attending college or school		1.8	.2	.1	.2	1.2
Illness8	.4	1.0	.3	1.0
Red Cross Service3	.4	1.0	.3	.9
Not re-employed9	.8	.8	.6
Other reasons	4.8	2.6	5.6	5.2	5.4	2.2
Total	100	100	100	100	100	100



**LETTER OF APPRECIATION
TO SCHOOL OFFICIALS AND TEACHERS**

In appreciation of the work of the schools of the Nation in conducting the registration for distribution of War Ration Book 4, Chester Bowles, Acting Administrator, Office of Price Administration, on November 6, wrote to the U. S. Commissioner of Education as follows:

"The distribution of War Ration Book 4 has just been completed. The undertaking has been carried out with dispatch and precision.

"We are indebted again, as we have been in the past, to the school officials and teachers of the Nation. We know of no other way to express our appreciation except to ask you to convey it through any channels available to you.

"Because of the improvements we were able to incorporate in the planning of Book 4, and because of a ration token plan we intend to launch early in the new year, it is quite likely that this distribution of War Ration Book 4 was the last distribution we will have to undertake for about 2 years. Although the school officials have contributed so generously of their time and ability in the past, I feel sure that they will be relieved to know that the task will not have to be repeated soon."

High School Oratorical Contest

War Bond Prizes Total \$1,225

BECAUSE OF THE INTEREST and patriotism of a donor who insists upon remaining anonymous, the War Finance Committee of Missouri is able to announce the high school oratorical contest upon the subject: "Why should Young Americans Systematically Save by Purchasing War Bonds and Stamps to the Full Extent of Their Ability?" Fourteen prizes totaling \$1,225 in War Bonds will be awarded to winners of the contest.

The elimination of contestants began January 1 and closes February 14 when the finalists in the contest will appear before members of the Supreme Court of Missouri who are to act as judges. The final contest is to be held in the State Capitol Building at Jefferson City and will be heard by the State Constitutional Convention now in session.

Rules of Schools at War Oratorical Contest

(1) The subject of this oration is: "Why Should Young Americans Systematically Save by Purchasing War Bonds and Stamps to the Full Extent of Their Purchasing Ability?"

(2) The maximum length of time of each oration shall be ten minutes.

(3) The only qualification for participation in this contest is that the participant be a regularly enrolled pupil in a Missouri high school.

(4) The prizes will be as follows: First, a \$500 war bond; second, \$200 worth of war bonds; third, \$100 worth of war bonds; fourth, \$75 worth of war bonds; fifth, \$75 worth of war bonds; sixth, \$50 worth of war bonds; seventh, \$50 worth of war bonds. Second place winner in each of the seven contest divisions of the state will be awarded a \$25 war bond.

(5) This contest shall be conducted in the following manner:

(a) Each high school in each county in Missouri shall hold a school oratorical contest upon the subject stated in section one, between all pupils in the school who desire to compete, and the winner of this contest shall represent his school in the county contest. The school superintendent of each school shall certify to the county superintendent of his county, the name of the winner of his school contest who will represent his school in the county contest. This contest to determine the representative of each school should be held not later than January 11 nor before January 1.

(b) The county contest will be held on Jan-

uary 17 (the day before the opening of the Fourth National War Loan Drive), it shall be held at ten o'clock in the morning, at the Public High School in the county-seat town of each county. It shall be under the supervision of the county superintendent of schools, who shall select three judges to judge the contest and who shall preside at the contest. He shall also provide a timekeeper. He shall, following the contest, certify to the War Finance Committee of Missouri the name of the winner. If it is impossible for the county superintendent to act in any or all of these capacities, he may delegate this work to some responsible and disinterested party. The winner of this county contest will be declared official representative of his county.

(c) The 114 counties of Missouri have been divided into groups of five counties each, for the purpose of further eliminating contestants. These counties have been grouped in a way to make them as close together as possible. The county school superintendent has been informed of the five counties constituting his group. He has been informed also of the place in this 5-county unit where the next stage in this contest will be held. The place has been selected with regard to its size, central location, and accessibility in respect to the five counties. Each of the county superintendents of these five counties shall select and have at the 5-county contest a judge from his county. At this contest, which shall be held January 26, the county winners from each of the five counties will come and deliver their orations. The time the contest shall begin will be ten o'clock in the morning, and the place as indicated on the sheet headed, "Five-County Groupings and Places of Contest." The county superintendent of schools in the county where the contest is held will furnish a timekeeper and will preside at the contest. The aforesaid judges will decide the results of this contest, will request the county superintendent to certify the results to the War Finance Committee of Missouri. The winner of this contest shall be declared the official representative of his 5-county unit.

(d) The next stage of this oratorical contest will be held on Feb. 8, at the teachers colleges. Each county superintendent has been informed of the teachers college district in which his county is situated. This stage of the oratorical contest will be, as was stated, held at the state teachers college, and it shall be under the supervision of the Department of Speech in these colleges. The Department of Speech will secure the judges—five in number—shall provide a timekeeper and a chairman. The name of the winner of this contest will be certified by the chairman to the War Finance Committee of Missouri; the second place winner of each

teachers college area contest will be awarded a \$25 war bond; the first place winner will represent his district in the final contest which will be held in the House of Representatives, in the State Capitol Building at Jefferson City, on February 14. This contest will be under the supervision of the War Finance Committee of Missouri and will be judged by the Supreme Court of Missouri. State Superintendent of Schools Roy Scantlin will act as chairman. The contest will be held in the presence of the State Constitutional Convention. Awards will be presented by Walter W. Head, Chairman Missouri War Finance Committee. The winners will be awarded by the presentation to them of War Savings Bonds of the denominations indicated in section four of these rules.

NOTE: Because of the large number of schools in Kansas City and St. Louis it will be necessary for these cities to be divided into districts, each district to contain approximately the same number of schools that will be found in the average Missouri county, and for the schools within each district to have a district contest to determine the district representative, just as each county will have its contest to determine the county representative. After district representatives have been selected in these two cities there will be district contests in these cities to determine the city representative. The person who becomes the city representative will go directly to the final contest in Jefferson City and will compete there with the representatives of each of the five teachers college areas. Winners of second place in each of the contests to determine the city representative in Kansas City and St. Louis will be given a \$25 war bond just as in the case of second place winners in the teachers college area contests. St. Louis County and Jackson County will be upon the same basis as the other counties in the state, and all schools outside of the city limits of Kansas City will be considered as competing in Jackson county.

The purpose of this contest is to focus the attention of Missouri school pupils upon the necessity of buying to as great extent as possible War Savings Stamps and Bonds and of retaining these securities until maturity. Missouri schools have made a very splendid contribution to the war financing effort in the State of Missouri. In September, 1942, Missouri schools purchased approximately \$250,000 worth of stamps and bonds. This figure increased steadily each month until in April, 1943, the purchases for the month of April alone were \$3,904,215. The total sales in Missouri schools from September 1 to November 1 were \$7,334,189. Missouri schools have for the 1943-44 school year contracted for the purchases of the following armament: Heavy bombers, 3; medium bombers, 2; pursuit planes, 59; amphibian tractors, 5;

army ambulance planes, 2; light tanks, 9; motor scooters, 6; parachutes, 122; pontoon bridges, 14; rubber boats, 3; triple threats, 26; grasshoppers, 99; jeeps, 356; barometer, 1; bayonets, 2.

The war bond oratorical contest, it will be noted from a study of the above rules, begins on the day prior to the opening of the Fourth National War Loan Drive and will come to a conclusion two days before the official ending of that drive. It is believed that by synchronizing these two activities each will be of help to the other and that the oratorical contest will be effective in calling the attention of the people of Missouri to the necessity for supporting the national campaign. It is believed by the War Finance Committee that a study of the question upon which the orations are to be based will be interesting to pupils and that it will supply them with a background upon which to build their War Savings Program.

HAVE YOU DONE YOUR PART?

Show the sound film "Backing Up the Guns" to your community.

Ideal for P. T. A., Rotary, and Civic Club Programs.

Let the people in your district see the school's contribution to the war effort. 170,000 Missourians have already seen this picture.

Available in:

16mm. size, 15 min. screening time.

35mm. size, 5 min. screening time. You pay only transportation and insurance.

**Missouri State Teachers
Association**

Columbia, Missouri

Moore Rural School Wins National Paper Contest

THE LITTLEST BIG RADIO SHOW of broadcasting history was staged December 11 at Moore School 81 just southeast of Brookfield, the climax of a 3-day celebration here.

The setting made it the littlest show—coming from a 1-room rural schoolhouse with all the engineering paraphernalia of a nationwide broadcast and the properties necessary for a 30-minute stunt show crammed in, leaving room only for Mrs. Zoe Harwood, the teacher, her roster of 12 little children, and a mere handful of parents, photographers and newspaper personnel.

The occasion made it more than a mere Truth or Consequences show by Ralph Edwards and his crew.

It was the "pay off" to the Moore School for the remarkable achievement of winning a national waste paper collection contest sponsored by Truth or Consequences at the request of the War Production Board to meet an acute shortage of waste paper needed for war materials. Government officials all the way up were tuned in on the Moore School broadcast, and many congratulatory telegrams came from high officials.

To win this contest, the 12 pupils of Moore School were responsible for the collection of 139 tons of waste paper, a per capita average of 2300 pounds per pupil. The excellence of this showing can be realized when it is considered that more than four thousand schools were in the contest and the Moore school average was four times that of the North Dakota school placing second.

Mechanical preparations for this broadcast were enormous. A 3-way copper telephone line was strung from Brookfield, electric power lines were installed especially for the show, a sound proof control room was built in a corner of the school and 15 people were here for three full days in preparation for the affair.

Every one of the 12 children was "thrilled

to death" with their part in a nation-wide broadcast, although they may not have fully realized that the whole nation was honoring them and their little school as symbols of our national united effort for the saving of the nation.

Mrs. Harwood and her pupils were the only "contestants" participating in the broadcast and the "consequences" of course were tempered to fit the ages and timidity of the little folks. Part of them appeared on the 7:30 o'clock broadcast over East and Central chains, others appearing on the West chain show at 10 o'clock.

Mrs. Zoe Harwood (Mrs. Francis Harwood) is a teacher and leader of proven ability. Her first school was at Boomer, where she taught 3 terms, then 2 terms at McClure and 5 years at Moore school, one term at St. Catherine and this is her third term after returning to Moore School.

The High School Show

The non-radio Truth or Consequences show staged at the Brookfield High School auditorium Friday night played to a capacity audience.

All of the receipts, less relatively small prizes and incidental expenses, were divided between the Red Cross and War Chest, Ralph Edwards and his troupe giving their services without charge or cost. The amount turned over to the Red Cross and War Chest totalled \$386.

Hitler's Funeral Parade

Hitler's Funeral Parade on Main street Saturday afternoon was bigger and better than even the most optimistic dared to hope for—block after block of horse drawn vehicles of all kinds, saddle horses, saddle mules, ponies and steers.

Mr. John Ed. Fuhrman, county superintendent of schools of Linn county, deserves much credit for managing and planning the details and arrangements necessary for the honoring of the teacher and pupils of Moore school.—The Linn County News.

Report of the Executive Committee

A Notable Exemplification of National Strength and Stability

The presentation of this report to the Assembly of Delegates at this time notably exemplifies the strength and stability of the nation to which we proudly acknowledge allegiance, and inspires new faith and confidence in our own way of life. We are nearing the end of the second year of our active participation in a global war. The number of persons already taken for combat duty equals nearly three times the normal population of this great State, and the current cost of our war effort goes beyond our normal national income. Despite all this, civilians have suffered no great hardships and only slight inconveniences, civilian activities have been little disturbed, and the right of assemblage has not been abridged.

Effect of the War on M. S. T. A.

Our own Association is an integral part of the national economy, and consequently has been subject to such regulations and restrictions as have been applied generally. It also has felt the effects of the general shortage of labor and the upward movement of prices. Work at the Headquarters Building usually done by young men enrolled as students in the University of Missouri is now performed by girls or by boys of high school age. The paper used in printing *School and Community* now costs approximately fifty per cent more than it cost two years ago. While developments so far have caused some inconvenience, they have not interfered seriously with the Association's normal activities.

Increased Activity at Association Headquarters

Activity at Association Headquarters has been greater than usual during the past year. A lengthy session of the General Assembly, with several measures of considerable import to schools pending, necessitated the issuance of more than the usual number of periodic news letters, the printing of various bulletins, and an unusual amount of correspondence and telephonic communications with interested people throughout the State. Furthermore, the numerous educational problems growing out of the war seemingly called for the distribution of a great deal of material that promised to be helpful in some way. An effort has been made to render every service consistent with the Association's aims and the facilities at its command.

Association Committees

The working committees of the Association have functioned most satisfactorily, despite conditions affecting travel. The results of their efforts during the past year are set forth in their printed reports, which have been furnished to the members of the Assembly and will be discussed at the proper time by the several committee chairmen.

Association Finances

Financially the past year has been one of the best in the Association's history. While the income from membership dues declined somewhat, that decline was more than offset by an increase in the income from advertising and miscellaneous sources. A phenomenal rise in Reading Circle sales brought a corresponding increase in the income derived from that source. The net result of all business activities was a sizable addition to the Association's net worth. Nearly all of that increase has been invested in U. S. Savings Bonds as a contribution to the

Nation's war effort. Details of the Association's financial activities during the twelve months from July 1, 1942 to June 30, 1943, are set forth in the printed report of the auditor employed to check the Association's books.

The Question of Other Association Meetings During the War

While it has been possible and seemingly advisable for the Executive Committee to abide by the Constitution and arrange for the required meeting each of the last two years, there is no assurance that conditions a year or more hence will dictate a like procedure. It is entirely possible that a further intensification of the Nation's war effort will bring more drastic restrictions on civilian travel, make it still more difficult for visitors to obtain accommodations in centers of population, and present other hindrances to the holding of large conventions. In view of those possibilities, the Executive Committee deems it wise to suggest to the Assembly of Delegates that some action be taken whereby the Association may continue to function authoritatively under circumstances that make it impossible or inadvisable to hold annual meetings. As a concrete proposal, the Executive Committee recommends that the Assembly of Delegates authorize the following procedure if as a result of governmental restrictions the holding of the regular annual meeting is not possible: first, that members of the Assembly of Delegates be selected as usual and meet if possible; second, that if as a result of governmental restrictions it is not possible for the Assembly of Delegates to meet, all officers elected by this Assembly of Delegates continue in office until the Assembly of Delegates meets to choose their successors.

A Brief Retrospection

Your Committee believes that last year your Association reached its zenith in professional leadership and improvement. It met the problems facing the profession vigorously and courageously. Its prestige and respect throughout the State has been greatly enhanced—its activity and achievements unsurpassed. The teaching group was never more militant and the attitude of teachers toward the Association was never more wholesome.

An Appeal for Continued Loyalty and Cooperation

The Executive Committee desires to express to the members of the Assembly, and through them to the entire membership of the Association, the Committee's appreciation of their loyalty to Association ideals and their cooperation in Association efforts during the past year. The Committee appeals for a continuation of that loyalty and that cooperation. Recent achievements of the Association are proof of its worth. Let us make sure that the exigencies of war do not lessen the possibility of its usefulness in the future.

Respectfully submitted,

Roscoe V. Shores, Chairman
Hubert Wheeler, Vice-Chairman
John Rud, President
Grace Riggs, Vice-President
C. W. Mackey
Ethel R. Parker
Aaron C. Hailey
Hugh K. Graham
Mary B. Womack
Fern Lowman
Roy Taylor

Report of Legislative Committee

Your Association was successful in its attempt to improve education in Missouri during the meeting of the Sixty-second General Assembly. More truly forward-looking constructive school legislation was enacted into law during this legislative session than in any session in many years. The large number of measures and the broad scope of their effect makes it a significant year of Association service and a mile-stone of educational progress for the teachers and school children of Missouri.

The teachers of this state courageously rallied in a united front to secure a well-balanced program of school legislation.

This unity in action and purpose materialized in the successful passage of a long train of education bills dealing with finance, qualifications, building aid, records, permanent funds, teacher tenure, and teacher retirement, which are explained below in some detail.

FINANCE

One-Third Revenue

Foes of adequate school support joined by legislators who had been misinformed put up the stiffest fight for reducing the state's financial support for public schools that has ever been encountered on the floor of the Legislature. The opposition's strength was so great that at one time they were within seven votes of reducing the fund from 33% to 30%.

By quick action and sustained effort upon the part of the teaching profession, various organizations and friends of education throughout the state, one-third of the general revenue for school support was won.

We still need nearly ten million dollars in school revenue to bring Missouri's per pupil expenditure for education up to the national average.

Second Level Apportionment

The second level apportionment was changed by House Bill No. 494 which provides: (a) That no change shall be made in the first level of apportionment. (b) That the teacher apportionment on the second level be increased to \$200 for each elementary teaching unit in which a teacher having a State certificate is employed, \$125 for a first grade county, \$100 for a second grade county, (no increase for a third grade county), and \$300 for each high school teaching unit. (c) That all districts shall receive both the teacher and the attendance (1.6¢ per pupil day) apportionments on the second level. (d) That any district shall receive such part of the second level apportionment as the levy for teacher and incidental purposes is of the constitutional limit for such purposes. For example, a rural district voting 50¢ would get 50/65 of the second level apportionment and a high school voting 50¢ would get 50/100. (e) That after the first and second levels have been paid in full any excess remaining in the school fund shall be apportioned to all school districts on the teaching unit basis.

Permanent School Funds

Many counties in the past have experienced a loss of both principal and interest on their county and township school funds. Senate Bill No. 13 provides safeguards for the loaning of these funds by the County Court. Hereafter three disinterested parties must appraise property offered as security and attest it is worth twice the amount to be borrowed. Loans may not run longer than five years. The minimum interest rate was dropped from four to three per cent in order to secure better loans.

House Joint and Concurrent Resolution No. 9 provides that the county public school fund may be invested, used, or disbursed for free public school purposes in such manner and at such times as the General Assembly shall provide. This Constitutional Amendment must be voted on at the next general election.

Transfer of Funds

Needed changes in the handling of school funds

were made in House Bill No. 206. It makes possible:

(1) The payment of tuition from either the teacher or incidental funds if no part of the minimum guarantee is used

(2) The payment of tuition or transportation from either the teacher or incidental funds when a school is closed

(3) A transfer from the incidental to the teachers' fund

(4) The transferring of any balance in the sinking or interest fund to the building fund when the purposes for which they were created have been met

(5) The transferring of any moneys from a disincorporated district to the permanent school fund.

TEACHER WELFARE

Teacher welfare was changed from a stone-age status which it had occupied for years in Missouri to a position more comparable with teacher welfare legislation in other states. Teacher welfare was greatly improved in two areas.

Tenure

In House Bill No. 63 we have a continuing contract for teachers. It provides that every public school teacher in this state shall be notified in writing by April 15, regarding her re-employment for another year. If a teacher is not notified by this date she is automatically re-employed under her old contract for another term. This causes boards of education to meet the issue of retaining a teacher early in the employment season.

This tenure measure reverses the basis for election of teachers and superintendents. It means that where in the past it has taken action of members of the board of education to retain a teacher it will now take action to dismiss a teacher or a superintendent. In brief, the teacher is automatically hired instead of being automatically dismissed.

This measure will help the county superintendent in that it will do away with the disagreeable task of casting the deciding vote for the re-election or dismissal of a teacher or superintendent when the board is tied. In case of a tie vote the teacher is automatically retained.

The bill further provides that teachers shall within fifteen days after notification of re-election, give a written acceptance or rejection of the contract tendered. If a teacher fails to present such acceptance within fifteen days, this shall constitute a rejection of the board's offer.

A law providing for tenure for the teachers and principals of St. Louis City was enacted.

Retirement

Missouri is the forty-fifth state to make some provision for teacher retirement. The General Assembly passed retirement measures for St. Louis, Kansas City, and St. Joseph—those areas in the state where the problem of teacher retirement is most acute.

This is only a beginning for it is hoped that in the next session of the Legislature a bill can be passed that will be state-wide—thus affecting every child and teacher.

The history of teacher retirement legislation reveals that state-wide retirement systems have always been preceded by local systems functioning successfully within the state.

COUNTY SUPERINTENDENTS QUALIFICATIONS

House Bill No. 94 represents a tremendous advance in educational requirements for our county superintendents. Heretofore county superintendents need not have more than a high school education. The effect of this bill is to increase this requirement to 120 hours of college work. The measure further defines these qualifications to include at least fifteen hours in the field of education; not less than five of which shall be in school supervision and administration.

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COUNTY SUPERINTENDENTS ELECTION

Senate Bill No. 133 requires a candidate for county superintendent of schools to file with the county clerk a declaration of candidacy at least forty-five days before election. It further provides that at least ten days before election the county clerk shall print the ballots and mail them to the presidents or clerks of the school boards.

Senate Bill No. 134 makes it possible for boards of education in school districts having registration of voters to require voters to vote in the precinct of which they are residents.

COUNTY SUPERINTENDENT OF PUBLIC WELFARE

County Courts in counties having less than 50,000 inhabitants may appoint a county superintendent of public welfare in accordance with the provision of House Bill No. 355. Such an officer would assume the duties of the parole or probation and the compulsory attendance officers.

BUILDING AID

House Bill No. 56 provides \$1,000.00 in building aid for each rural school abandoned when two or more common schools unite. Schools have been hesitant in the past to unite and build a new central building because of the heavy bonded indebtedness they would incur.

PRESERVATION OF RECORDS

The Assembly enacted a bill which provides that a permanent cumulative record form prescribed by the State Department of Education giving a complete record of the credits earned by each student attending high school shall be securely preserved and the records kept in fire resistive or fire proof vaults or safes in the high school building. In the event a high school is discontinued the high school credit records of all pupils that have attended the school must be filed in the office of the county superintendent who shall preserve them.

PUBLIC LIBRARY

House Bill No. 236 makes it possible for a city having a population of less than 25,000 to levy a tax of not more than one-half mill on each dollar assessed valuation for the establishment and maintenance of a free public library.

OTHER LEGISLATION

More bills were introduced bearing on education

than any other subject except taxation and finance. Among the fifty-four educational measures that found their way into the Legislative hopper it is to be expected that some harmful ones would be included. These must be defeated. Examples of this type of legislation were three bills to lower the county superintendents' salary. These measures were killed in committee. Another illustration of detrimental legislation was Senate Bill No. 180 which proposed to take approximately \$400,000 from the school fund for teacher training in cities, which has heretofore been paid out of the general revenue. This measure passed the Senate but died in the House Education Committee.

It will do little good to work for a large state school fund if we permit it to be dissipated by appending appropriations to the fund which have previously been paid from other sources. It is time to call a halt to this tendency, which during recent sessions has been quite significant.

Having enacted much progressive school legislation with no undesirable bills prevailing, the Sixty-second General Assembly can be recorded a most successful one, educationally speaking.

To the teachers and friends of education in Missouri, credit is due. Their immediate and effective assistance when requested made possible our successes. Without it the efforts of the Committee would have been futile.

Respectfully submitted,

Tracy Dale, Chairman
M. H. Vaughn
Marie A. Ernst
E. T. Miller
Roger V. Smith
J. S. Maxwell
R. E. Nichols
Charles Banks
Claude Hibbard
D. R. McDonald
Amos Burks
Claude K. Thompson
Raymond R. Brock
Ralph Marcellus
Philip J. Hickey
Herold C. Hunt
Roy Scantlin

Report of Committee on Professional Standards and Ethics

The past year has emphasized some developments in teachers' relationships to their profession that deserve serious consideration.

Article Six of the "Code of Professional Standards and Ethics" reads as follows: "We insist that each teacher should be a progressive student of education and should regard teaching as a profession and a career." The serious and constantly increasing shortage of qualified teachers indicates that this article has been appreciably weakened by the large number who have been tempted away from teaching to other lines of activity. This standard should be sponsored by the Missouri State Teachers Association to guard against the conditions which tempt teachers to leave the profession and to strengthen the resolve with which teachers undertake teaching as a lifetime career.

Article Thirteen of the "Code" states "We hold that it is unprofessional for a teacher to violate a contract. Unless the consent of the school board is obtained, releasing the obligation, the contract should be fulfilled." The teacher shortage has led to innumerable requests to be released from contracts. This is creating an unfavorable attitude on the part of the lay public toward the teaching profession. In the opinion of the Committee, teachers should not sign contracts for the retention of their present position if they plan a change in employment; and that having once signed a contract they should adhere strictly to their signed obligation. Thus Article Thirteen of the "Code" should be stressed, and all members of the profession urged to observe it.

Perhaps the greatest weakness in relationship to the "Code" has been exhibited in connection with

Article Seven, providing for full standard professional training for all teachers. When the record of this school year is written we will find, no doubt, the professional preparation of teachers the lowest in years. A constantly increasing effort should be put forth to prevent by the employment of well qualified teachers the further disintegration of the profession.

The present emergency has created many additional problems having definite ethical implications. What should be our attitude toward teachers returning to the profession who left during the emergency to seek employment elsewhere? How can we rid the profession of unqualified teachers at the close of the emergency? What should be the position of the profession toward the re-instatement of teachers serving in the armed forces? These and similar problems demand the establishment of definite policies in the immediate future.

The Committee wishes to direct attention to outside influences fostering practices detrimental to the ethics of the profession. Flagrant proselyting of some teachers agencies and the trafficking in sample books are notable examples. The existence of these influences depends on the patronage of members of the profession.

These are times when leaders in the field must shoulder the responsibility of maintaining high standards. We solicit your assistance in publicizing throughout the State our "Code of Professional Standards and Ethics" and all that it implies.

Respectfully submitted,

Louzo Jones, Chairman
Anna Lyle Hill
D. D. Johnson

Report of the Public Relations Committee

Your Committee authorized by the Executive Committee of the Missouri State Teachers Association in 1941 and reappointed in 1942 as a Public Relations Committee, functions also as a state committee cooperating with the National Commission of the National Education Association on the Defense of Democracy Through Education. Your Committee begs to offer this brief report of its work during the school year 1942-43.

The Committee completed the compiling of a state list of Friends of Education including the names of 1984 Missouri citizens residing in numerous communities throughout the state. It is the judgment of your Committee that working with such friends of our schools, keeping them informed and enlisting their interest is more important than singling out the enemies of public education in order to wrangle and dispute with them. The Committee plans to use this list more effectively during the current year than at any time during the last two years.

From the very outset, the Committee has urged a campaign of educational publicity, asking school men to use the local press. It was hoped that at least once a month a story of local educational progress would appear in each county paper. These stories must be true and accurate and should bring to public attention many of the splendid educational efforts put forth in the hundreds and thousands of schools of Missouri in the rural as well as in the urban communities. This campaign will be improved upon during the present school year. The Committee feels encouraged to believe that this effort has resulted in developing a finer sense of the importance of public education in Missouri and has improved the general attitude toward education in the state. It is thought that with the creation of a generally strong appreciation of and an intelligent faith in public education it will be easy to meet the educational problems of the state when these arise.

During the early weeks of the past school year, the Committee devoted much of its energy toward the passing of Amendment Number One, sometimes referred to as the St. Louis County amendment, and toward the defeat of Amendment Number Five, the Old Age Pension amendment. The Committee realizes that many other agencies were striving toward these same ends and does not seek to take credit for the outcome of these campaigns.

Later during the session of the Missouri General Assembly, the Committee assisted in the campaign for the retention of the one-third of the state's general revenues for the support of our schools and the securing of other much needed progressive school legislation.

Beginning in January, the Committee undertook the campaign to raise the membership of the Missouri teachers in the National Education Association from approximately six to ten thousand. If Missouri Schools are to take their proper and rightful place in national educational affairs, the teaching profession must be well represented in the one single, biggest, national educational organization of America, the National Education Association. In this campaign the Committee was somewhat deflected from its objective by the injection of another national campaign, the "War and Peace Fund Campaign." This latter campaign was launched so late in the school year as to make its success in Missouri by June 20, impossible. Both campaigns are again under way and with the loyal support of Missouri educators, the Committee feels assured of success.

The Committee attempted, through an appeal to public sentiment and to the loyalty of Missouri teachers, to keep the teaching profession in Missouri from disintegrating. The problem, however, is one of national scope and must be attacked from a national viewpoint. The manpower problem is just as acute in the teaching profession as in any other organized American activity. If we could be assured of a short war, we might look upon the depletion of the teaching ranks of many well trained

men and women with some equanimity. The harm already done to education is almost incalculable. Your Committee, despite its many discouragements, will continue to fight for the retention of the best possible teachers for the children of Missouri.

To this end, the Committee feels that it should do everything possible to help secure the passage of Senate Bill 637 providing for Federal support of public education. The bill as it now stands would supply, under certain conditions, approximately \$8,000,000 of Federal funds to Missouri. The problem of retaining the proper teaching personnel is in a large measure that of paying adequate and attractive salaries. It is hoped that such Federal support will operate in the direction of supplying such salaries.

Within the state, the Committee expects to give much of its time during the winter months to supporting the Missouri State Teachers Association Committee's position on the revision of the State Constitution. If the recommendations of the Committee become a part of our basic law, it will mean educational progress for Missouri.

From its very inception, the Committee has been much concerned over maintaining and developing the morale of the childhood and youth of the state. Loss of morale, especially among high school students, at once results in increased delinquency among the youth of the state. Recently much publicity has been given to the alarming increase in juvenile delinquency. Your Committee attempted to draw attention to this danger in 1941, but at that time the public was very apathetic. The policy of seeking to cure rather than prevent such social crises still seems to be the accepted procedure. The Committee feels encouraged, however, by the increasing public awareness of this problem. The Missouri press, especially that of our larger cities, is to be commended for the concern and for the positive attitude which it has assumed. Your Committee will continue its efforts to impress upon the profession and the general public the grave nature of the situation. We hope to stimulate the teaching profession of the state to make a positive attack on this problem, incorporating the interests and the activities of Missouri youth in many worthwhile enterprises, especially such as are connected with the prosecution of the war and with the proper readjustments to be made in the post-war era.

Finally, your Committee from the very beginning has been concerned with the teaching of a meaningful philosophy of democratic living. Our appeal here is to the classroom teachers of the state. Fortunately, the American school teacher is not left without understandable and inspirational sources of information. Special attention is drawn to two monographs published by the Educational Policies Commission of the National Education Association, entitled *The Education of Free Men in American Democracy* and *Education and the People's Peace*. The Committee is determined to make these pronouncements of the National Educational Policies Commission the basis in Missouri for a common viewpoint relative to democracy and world peace.

Respectfully submitted,

Theo. W. H. Irion, Chairman
S. M. Rissler
W. L. Adams
Tracy Dale
Grace Riggs
Shepherd Leffler
Rol S. Wood
C. W. Parker
Geo. D. Englehart
M. M. Pettigrew
W. W. Parker
H. H. Mecker
R. G. Russell
Stanley Hill

Report of Committee on Constitutional Revision

Your Committee on Constitutional Revision presents the booklet entitled **The State Constitution and Education** as being representative of the work of the Committee and indicative of the conclusions which have been reached thus far.

The Committee is working in relation to the current sessions of the Constitutional Convention. In accordance with the responsibilities extended by the Executive and Legislative Committees of the Association, your Committee on Constitutional Revision is planning its activities to extend to the election which will be held in connection with the recommendations made by the Constitutional Convention.

The Committee has had the benefit of many

suggestions and questions by interested members of the Association throughout the State. We solicit your continued interest in our activities.

Respectfully submitted,

Willard E. Goslin, Chairman
Davis Acuff
George Diemer
Phillip Hickey
Herold Hunt
Chester Parker
Aubrey Powers
John Ruff
Roy Scaatlin
F. L. Skaith

Report of Committee on Policy and Plans

The Policy and Plans Committee has been relatively inactive during the past year. The difficulties of travel have made it impossible to hold quarterly meetings as in the pre-war years. Therefore, the Committee has little to report in the way of new undertakings and new pronouncements.

At the Friday night session of the annual meeting of the Association in Kansas City last December the Committee Chairman read from the convention platform a general statement of educational philosophy applicable to the war period. Copies of this statement were distributed to the several thousand persons attending that session. There is no way of knowing the value of such a pronouncement; on the other hand, all social advancements have their origin in philosophy and must return to philosophy for the appraisal of their contributions. Contributions, of course, must be in terms of the social structures and processes growing out of the principles previously determined.

The Committee has held one meeting during the past year; only three members were able to attend that session, which took place at the Association Headquarters, August 9. The Chairman presented a progress report, and plans were made for two or three projects to be carried on, largely by correspondence, during the next several months. The Committee has sent letters to all superintendents in the State, urging that the films "Backing Up the Guns" be shown one or more times in every theater in the State and in every school assembly hall having a projector.

Probably the most important project in which the Committee is now engaged is that of interpreting "Our Goals" in such manner as to make perfectly clear, in a detailed fashion, the meaning and value of the many objectives of organized co-operation in the field of public education in the State of Miss-

souri. The complexity of the war situation and the likelihood that educational reverses may develop, as indeed some have, make an expansion and reinterpretation of "Our Goals" appropriate at this time. This new interpretation of our objectives will be placed in your hands as soon as possible.

"Our Goals" was published and distributed in the summer of 1941. Very definite progress has been made in the two years since that time. Through the very outstanding work of the Legislative Committee and various officers of the Association some far-reaching advancements have been made. The tenure situation stands to improve greatly as a result of recent legislation, and a start has been made in the area of teacher retirement. Significant also is the new law relative to the training required of new county superintendents. Another important goal, which has been accomplished at least in part, is that of distributing second level school funds in such manner as to appeal to areas heretofore not greatly interested in fund distribution plans as provided by the 1931 law.

There is a good chance that other great educational advancements mentioned specifically or implied in "Our Goals" will be forthcoming within the next few years.

Respectfully submitted,

Irvin F. Coyle, Chairman
L. G. Townsend
Joe Herndon
Uel W. Lamkin
Virgil Cheek
Blanche Longshore
Hazel McCombs
Lloyd W. King
Chas. A. Lee
R. M. Inbody

Report of Committee on Teachers' Salaries and Term of Office

Term of Office

In the past this Committee, with the approval of the Assembly of Delegates, has recommended to the Legislative Committee two types of tenure measures for Missouri teachers. One type, which provided for a continuing contract, unless the teacher is notified within a specified time of the decision of the Board of Education not to re-employ the teacher, has now become a law in the State of Missouri. The other type, which provided for tenure with certain qualifications, has been enacted into law for the St. Louis school system.

Salaries

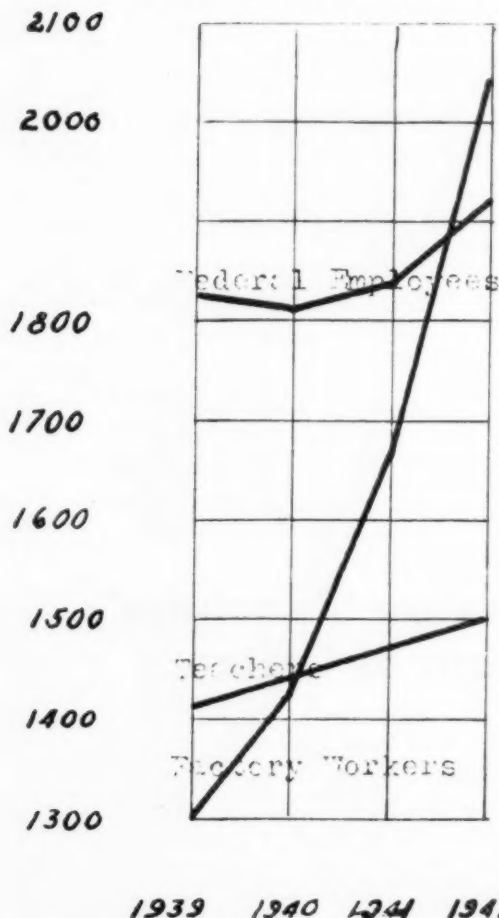
The Wall Street Journal concerns itself over the statement from the Office of War Information that there is a large group of men and women who have been and are pinched by the increased cost of living, and about whom little publicity has been given. These people have no approach to the War Labor Board or National Labor Relations Board. "They have developed few if any pressure groups, nor have they at their command any such economic power as is exemplified, for instance, in the recent strike. They are not only the chief victims of in-

flation, but they are the first to feel it in its early stages. No other classes of the community have already suffered as they have." According to the Office of War Information teachers and other public employees comprise most of the wage earners in this group.

According to the Research Division of the National Education Association, the average salary of teachers in the United States has risen from approximately \$1400.00 in 1939 to \$1500.00 in 1942. (These are the latest national figures available). Data from the Bureau of Foreign and Domestic Commerce of the United States Department of Commerce reveals that the average annual salary of factory workers in 1939 was about \$1300.00, but in 1942 the average was \$2050.00; over the same period of time federal employee's salaries had arisen from about \$1820.00 to \$1910.00. Table I shows this graphically.

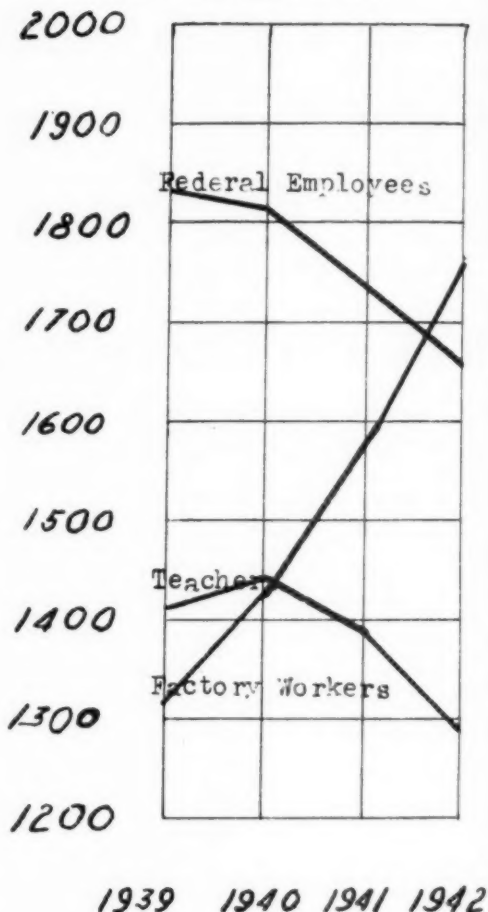
However, this does not represent the whole picture, for while salaries for teachers may have increased about 7 to 10 per cent over this period, the United States Bureau of Labor, the United States Bureau of Agricultural Economics, and others report that the index to cost of living, which is based on the 1935-39 average has increased 25 to 30 per cent. Foodstuffs have increased over 50 cent over the same period. In rural sections cost of living has advanced some 10 per cent more than the over-all average. In Table II we have applied the index

TABLE I
Annual Income from Salaries and Wages,
1939-42, of Teachers, Factory Workers, and
Federal Employees
(In current dollars as paid)



1939 1940 1941 1942

TABLE II
Purchasing Power of Average Salaries and
Wages, 1939-42, of Teachers, Factory Work-
ers, and Federal Employees
(In current dollars as paid)



1939 1940 1941 1942

of cost of living to salaries paid, and it shows that the purchasing power of average salaries of teachers was worth \$120.00 less in 1942 than in 1939.

In 1939, the average annual salary for teachers in Missouri was \$1186.00, which was \$215.00 less than the national average; in 1941-42, it was \$1202.00, which was \$300.00 less than the national average. This lagging condition in Missouri is not unusual, for as has been pointed out before, our State ranks high in ability to pay, but ranks below the average in salaries paid to teachers.

Later statistics were not used, since they were not available at the time this report was written, but we wish to point out that the salaries of teachers have increased but little during this inflationary period.

In addition to the usual turnover in teaching positions in the United States, thousands of teachers have deserted the ranks for better paying jobs. The metropolitan press reported in August that there were 1765 vacancies in the schools of the State exclusive of Kansas City and St. Louis. There can be no doubt but that teaching is now even less attractive financially than in former years.

Dr. Clyde Hill, Professor of Education, Yale University Graduate School, states that due to the lack of appreciation of the teacher's financial problem on the part of the public, the education of the pres-

SCHOOL AND COMMUNITY

ent school generation is seriously threatened. His suggestions relative to salary and tenure are:

1. States and local communities should take steps to provide salaries for competent teachers at least equal to those provided by industry.
2. Adequate provisions for old-age security as well as reasonable tenure for teachers should be made in every school system and in every state.
3. Parent-teacher associations and other interested groups should take more than superficial measures to make teachers really feel that

the public esteems them more than worthy of their hire.

This Committee wishes to acknowledge the assistance rendered it by the National Education Association, Office of the Missouri State Teachers Association, United States Department of Labor, United States Department of Commerce, Brookings Institution, United States Office of Education, and the Department of Public Schools of the State of Missouri.

Respectfully submitted,
R. R. Brisbin, Chairman
Nellie W. Utz
H. C. Kilburn

Report of Committee on Sources of School Revenue

This report is limited to a consideration of school revenue problems that have their roots in the State Constitution and branch into the two principal sources from which school revenue is drawn; namely, State school moneys and the local property tax for schools. In the consideration of those problems, reference will be made to pertinent provisions of the State Constitution, data suggesting the problems will be presented, and the data will be discussed in the light of the constitutional provisions cited.

State School Moneys

State school moneys are derived from two sources: (1) interest on the State permanent school fund, known officially as the State public school fund; and (2) from that part of the state revenue which the General Assembly sets aside for the support of public schools.

The State Public School Fund

While this fund constitutes a permanent and slowly growing endowment of public schools, its contribution to State school moneys always has been relatively small, and its importance in that respect has declined steadily as the amount derived from the State revenue has increased. For the school year 1887-88, the first year for which the public schools received one-third of the State revenue, interest on the public school fund made up 23.12 per cent of State school moneys and provided 3.78 per cent of the money spent for the support of public schools. For the school year 1941-42, interest on the same fund made up 1.13 per cent of State school moneys, and provided .35 of one per cent of the money spent for the support of public schools. During the fifty-five-year period between the two dates mentioned, the interest derived from the public school fund increased approximately 9.5 per cent, while State school moneys multiplied approximately 22 times, and the amount spent for public school support multiplied approximately 12 times.

State Revenue for Public School Support

The State Constitution provides that the General Assembly shall set apart for public school support not less than twenty-five per cent of the State revenue, exclusive of interest and sinking fund. Each appropriation of State revenue for public school support, made after the adoption of the present State Constitution and prior to 1887, was held to the

minimum permitted by the Constitution. At its 1887 session, however, the General Assembly appropriated one-third of the State revenue for the support of public schools, and the practice then inaugurated has never been abandoned.

For the school year 1887-88, when the public schools first received one-third of the State revenue, receipts from that source made up 76.88 per cent of State school moneys, and provided 12.57 per cent of the money spent for public school support. For the school year 1941-42, receipts from the same source made up 98.87 per cent of State school moneys, and provided 29.91 per cent of the money spent for public school support.

The increase in the importance of the State revenue as a source of funds for public school support has been due to the relative changes in State revenue receipts, public school costs, and the assessed valuation of the property against which local school taxes are levied. From the school year 1887-88 to the school year 1941-42, State revenue receipts multiplied almost two and one-half times as often as the amount spent for public school support, and more than five times as often as the assessed valuation of property.

Pertinent Provisions of the State Constitution

Article XI, Section 6, of the Constitution of Missouri provides for a public school fund, "The annual income of which fund, together with so much of the ordinary revenue of the State as may be by law set apart for that purpose, shall be faithfully appropriated for establishing and maintaining the free public schools and the State University in this article provided for, and for no other use or purpose whatsoever."

Section 7 of the same article provides that "In no case shall there be set apart less than twenty-five per cent of the State revenue, exclusive of interest and sinking fund, to be applied annually to the support of the public schools."

Section 2 of the same article reads in part as follows: "The income of all the funds provided by the State for the support of free public schools shall be paid annually to the several county treasurers, to be disbursed according to law."

Section 5 of that article provides that "The General Assembly shall, whenever the public school fund will permit and the actual necessity of the same

Purposes for Which Taken	Calendar Years	Amounts Taken
Industrial Rehabilitation	1921, 1922, 1923	\$ 61,376.90
Physical Education Expense	1923, 1924, 1925, 1927, 1928, 1929	24,800.50
School Inspectors	1925, 1926, 1927	76,541.49
Negro Summer Schools	1925, 1926, 1927, 1928	18,731.55
Vocational Education Expense*	1929-1942, inclusive	429,905.46
Curriculum Construction	1939, 1940, 1941, 1942	100,545.22
Legal Expense	1939	6,784.53
Negro Children's Schools	1939, 1940, 1941, 1942	18,727.03
Negro College Students	1941, 1942	4,668.91
State Dept. of Education	1941, 1942	272,885.36
School for the Deaf	1941, 1942	385,478.69
School for the Blind	1941, 1942	153,056.80

*The amount shown does not include expenditures for the same purpose for the ten years 1919-1928, inclusive, for the reason that during those ten years administrative expenses were paid from the regular appropriation for vocational education, and published reports do not show expenditures for administrative purposes separately for all of those years.

may require, aid and maintain the State University, now established, with its present departments."

The Use of State School Moneys

No part of the income of the public school fund has ever been appropriated for the specific purpose of aiding and maintaining the State University. Each year after the adoption of the present Constitution, down to and including the year 1916, all State school moneys were distributed to county treasurers, to be disbursed according to law, as provided in Section 2 of Article XI of the Constitution. At the time of the 1917 distribution, pursuant to acts of the General Assembly, the practice was inaugurated of taking from School moneys considerable amounts for purposes that are questionable on constitutional grounds. The amounts taken since then for the most questionable purposes are set forth in the schedule on page nine. In each case the amount shown is the total for all the years indicated, according to published reports of the State Auditor and the State Superintendent of Public Schools.

All of the expenditures listed in the foregoing schedule, except those for the support of the School for the Deaf and the School for the Blind, were made either by the State Superintendent of Public Schools or by the State Director of Vocational Education. That all of those expenditures were made in direct violation of the State Constitution is seemingly beyond question. The schools for the deaf and the blind are State institutions entirely apart from the public school system. The Superintendent of Public Schools is listed in the Constitution as an executive officer of the State. Hence, the support of public schools does not include expenditures made by him in that capacity. The same is true of expenditures made by the State Director of Vocational Education, who is an administrative officer employed by the State Board of Education. The agencies through which expenditures are made for the support of public schools are school districts.

The fact that in no case did the total of the expenditures referred to exceed the difference between the one-fourth of the State revenue which the Constitution says shall be appropriated for public school support and the one-third which actually was appropriated, is no basis for a contention that the Constitution was not violated. The restriction imposed by Section 6 of Article XI of the Constitution, previously quoted, applies to "So much of the ordinary revenue of the State as may be by law set apart," whether it be one-fourth or some greater part.

In addition to the items shown in the foregoing schedule, there are four others that should be mentioned in this connection. They are appropriations from State school moneys for the following purposes: (1) the pay of county superintendents, (2) teacher-training in cities, (3) teacher-training in high schools, and (4) vocational education.

The Pay of County Superintendents

For the calendar years 1917, 1918, 1919, 1925, 1926, and 1927, a total of \$187,700.00 was taken from State school moneys to pay the State's share of the salaries of county superintendents of schools. While this money was sent to county treasurers, in accordance with the provisions of Section 2, Article XI of the Constitution, previously quoted, it was not disbursed through school districts, and it was not appropriated according to law. The law providing that the State shall pay \$400.00 annually towards the salary of each county superintendent of schools (Sec. 10618, R. S. 1939), which was enacted prior to 1917, specifies that the appropriation for that purpose shall be made from the State revenue. If, in making an appropriation, the General Assembly violates a law then in force, it certainly goes counter to the intent of the Constitution.

Teacher-Training in Cities

During the calendar years 1917, 1918, 1919, 1920, 1921, 1922, 1923, 1925, and 1926, a total of \$670,950.11 was taken from State school moneys to pay the State's contribution towards the maintenance of teacher-training courses in the cities of St. Louis, Kansas City, and St. Joseph. While this money was disbursed through school districts, there is nevertheless a cloud over the constitutionality of its use

for two reasons: (1) the teacher-training courses in those cities are offered in schools of college grade, where at least a part of the students are likely to be more than twenty years of age; (2) in appropriating the money, the General Assembly violated the law providing for those courses (Art. 10, Ch. 72, R. S. 1939), which was then in force. That law specifies that the appropriation for the maintenance of those courses shall be made from the State revenue.

Teacher-Training in High Schools

The law providing for teacher-training courses in high schools (Art. 9, Ch. 72, R. S. 1939) was passed in 1913, and for the first four years the State's share of their cost was paid from the State revenue fund. The first appropriation from State school moneys for high school teacher-training was made in 1917, and approximately half of the appropriations for that purpose since then have come from that source. The use of State school moneys for high school teacher-training is objectionable on constitutional grounds for the reason that the law providing for such courses specifies that a part of the appropriation may be used for administrative purposes. What that means now is shown by disbursements for the year 1942, when \$7,000.00 went to school districts for teacher-training purposes, and \$7,220.15 went to the State Department of Education for administrative purposes.

Vocational Education

The first appropriation for vocational education was made by the General Assembly in 1919, and was taken from State school moneys, the source from which all subsequent appropriations for that purpose have come. For the first ten years the regular appropriation included the amount required for administrative purposes, the constitutional objection to which has already been mentioned. However, the final removal of the administrative item from the regular appropriation still left the latter open to objection on constitutional grounds, since part of it goes regularly to State institutions of higher learning for teacher-training purposes.

Some Seemingly Appropriate and Timely Suggestions

In the light of what has been said about the recent use of State school moneys in apparent violation of the provisions of the State Constitution, and in view of the fact that a State Constitutional Convention is now in session, the following suggestions seem appropriate and timely:

1. References to the State University in connection with the use of State school moneys should be removed from the Constitution.
2. The limits within which disbursements for public school support may be made should be more clearly defined in the Constitution.
3. In the future, every effort should be made to prevent the passage, or the operation after passage, of any measure that contravenes the State Constitution.

The Local Property Tax for Schools

As a source of school revenue, the local property tax greatly outweighs State school money for the State as a whole. Locally, the relative weight of the two varies from a preponderance of the one to a preponderance of the other, depending on the assessed valuation of local property and the local tax rate. Regardless of the relative weight of the two, the local property tax is important in relation to State school money, because the latter is distributed to school districts largely on the basis of a local property tax at a uniform rate. Hence, the assessed valuation of local property determines whether a given community shall get more or less than its fair share of State school money. Justice, therefore, demands that the ratio of the assessed to the true value of property be approximately constant throughout the State.

Apparent Variations in Local Assessments

In 1938, Dr. Francis G. Cornell, Research Associate in School Administration, Teachers College, Columbia University, New York, made an inter-county comparison of property valuations in Missouri for the years 1930 and 1935. The study embraced a comparison of actual and assessed valuations of land and town lots, arrived at through the

procedure of ranking the counties on the following bases: population, retail sales, the number of automobile registrations, the value of production, the number of income tax returns, and the value of postal receipts. The schedule that follows groups the counties on the basis of the ratio of the assessed valuation of land and town lots to their true value for the year 1935, in accordance with Dr. Cornell's findings.

Number of Counties	Names of Counties	Valuation Ratio
13	Atchison, Clark, Clinton, Daviess, DeKalb, Gentry, Harrison, Holt, Johnson, Knox, Nodaway, Ray, Saline	100-155*
13	Andrew, Bates, Caldwell, Carroll, Cass, Chariton, Lewis, Macon, Monroe, Pike Platte, Ralls, Scotland ..	90-99
8	Audrain, Grundy, Lafayette, Livingston, Mercer, Putnam, Shelby, Sullivan	80-89
14	Benton, Callaway, Camden, Clay, Cooper, Henry, Lincoln, Linn, Montgomery Osage, Pettis, St. Charles, St. Francois, Worth	70-79
12	Adair, Barton, Cedar, Dade, Howard, Moniteau, Morgan, New Madrid, Newton, Polk, Schuyler, Vernon	60-69
20	Boone, Buchanan, Crawford, Dunklin, Franklin, Greene, Jefferson, Laclede, Lawrence, Miller, Mississippi, Pemiscot, Randolph, St. Clair, Ste. Genevieve, Stoddard, Texas, Warren, Webster, St. Louis City	50-59
19	Barry, Bollinger, Cape Girardeau, Cole, Douglas, Gasconade, Howell, Jackson, McDonald, Maries, Marion, Perry, Phelps, St. Louis, Scott, Shannon, Taney, Washington, Wayne	40-49
11	Butler, Christian, Dallas, Dent, Hickory, Iron, Jasper, Madison, Oregon, Ripley, Wright	30-39
5	Carter, Ozark, Pulaski, Reynolds, Stone	20-29

*These figures mean that, according to Dr. Cornell's study, the total assessed valuation of real property in each of the thirteen counties listed in this group equaled or exceeded its actual value, the assessed valuation ranging from 100 to 155 per cent of the true value. A like interpretation applies to each of the other groups.

While absolute accuracy cannot be claimed for Dr. Cornell's findings, they show general agreement with the results of previous studies, notably one made by the National Industrial Conference Board in 1930, and another made by Dr. Conrad H. Hammar, and published by the University of Missouri in 1932, both of which were based on a comparison of assessed valuations and sales values of

selected pieces of property. Those studies indicated that variations in assessments were even more marked within counties than among counties.

Pertinent Constitutional Provision

The data presented in the foregoing schedule are especially significant in view of the provisions of Article X, Section 18, of the Constitution of Missouri, which reads as follows: "There shall be a State Board of Equalization, consisting of the Governor, State Auditor, State Treasurer, Secretary of State and Attorney General. The duty of said board shall be to adjust and equalize the valuation of real and personal property among the several counties in the State, and it shall perform such other duties as are or may be prescribed by law."

Comments and Suggestions

There is ground for the assumption that the apparent failure of the State Board of Equalization to accomplish the purpose for which it was created is due in large measure to its composition. It is made up of elective State officials who may be subjected to great political pressure and whose other duties are so onerous that they have little time to devote to their duties as members of the State Board of Equalization. The Journal of the Board indicates that its meetings are largely perfunctory, and that it relies on the State Tax Commission to do most of its work. The competency of the State Tax Commission is not questioned here, but it probably would do a better job if it were free to exercise its own judgment.

It would seem proper to suggest that the task of equalizing assessments among counties be given to an appointive board such as the State Tax Commission, and that the board be required to base its valuations on objective data, the same to be published periodically in such form as to enable the public to judge the fairness of the inter-county valuations set.

Conclusion

The criticisms expressed or implied in this report are not aimed at the degree of support accorded any State agency or institution, nor do they seek to disparage any public official. The sole purpose has been to point out apparent infractions of the State's basic law, and to suggest ways whereby similar infractions may be avoided in the future. It is hoped that the report may prove helpful in the present effort to better the governmental machinery of our Great State.

Respectfully submitted,

L. E. Ziegler, Chairman
Lloyd Grimes
Euris Jackson

Advisers:

W. W. Carpenter
Conrad Hammar

Committee on Time and Place

The Time and Place Committee recommends that the convention be held in Kansas City, November 1, 2 and 3, 1944.

H. A. Wise, Chairman
Davis H. Acuff
H. S. Thomas
Roy F. Sutherland
Mary A. Cody
Nellie W. Utz
Richard L. Terrill
W. E. Matthews
Paul Marshall

Missouri State Teachers Assn. Financial Statements June 30, 1943

EXHIBIT "A" BALANCE SHEET AS AT JUNE 30, 1943

ASSETS			
CURRENT ASSETS:			
Cash on Hand and in Banks	\$26,854.20		
Accounts Receivable:			
Reading Circle ..\$ 9,145.73			
School and Community	78.62		
Checks and Warrants—Association	160.00		
Checks and Warrants—Reading Circle .	1,530.94		
	<u>10,915.29</u>		
Less: Reserve for Bad Checks and Accounts	3,184.55		
Total Receivables		7,730.74	
Inventory of Books (Not Consigned)		2,635.18	
Investments:			
United States Defense Bonds—At Par	34,000.00		
United States Savings Bonds—Present Value	18,000.00		
United States Federal Farm Mortgage Bonds—At Par	6,000.00		
Total Investments		58,000.00	
Total Current Assets		\$95,220.12	
FIXED ASSETS:			
Real Estate—Land		11,915.50	
Real Estate—Buildings	59,112.02		
Less: Reserve for Depreciation	10,076.52	43,035.50	
Furniture and Fixtures	10,822.37		
Less: Reserve for Depreciation	8,192.28	2,630.09	
Delivery Trucks ...	467.08		
Less: Reserve for Depreciation	409.22	58.46	
Total Fixed Assets		57,639.55	
DEFERRED CHARGES:			
Supplies Purchased in Advance		4,048.04	
Total Assets		<u>\$156,907.71</u>	
LIABILITIES			
CURRENT LIABILITIES:			
Accounts Payable (Accrued Expense and Taxes)	\$ 531.67		
Membership Dues 1943-1944 (Paid in Advance)	1,180.00		
Total Current Liabilities		\$ 1,711.67	
FIXED LIABILITIES:		1,690.00	
Life Memberships			
NET WORTH:			
Balance June 30, 1943		153,506.04	
Total Liabilities and Net Worth		<u>\$156,907.71</u>	

EXHIBIT "B" OPERATING STATEMENT FOR FISCAL YEAR ENDED JUNE 30, 1943

Gross Book Sales ..	\$134,306.89		
Less: Returns and Allowances	1,409.82		
Net Book Sales		\$132,897.07	
COST OF BOOKS SOLD:			
Inventory July 1, 1942	2,606.82		
Books Purchased	100,222.21		
	<u>102,831.03</u>		
Less: Inventory June 30, 1943	2,635.18	100,195.85	
Net Income from Book Sales		32,701.22	
MEMBERSHIP DUES:			
Less: Community Association Re-funds	\$ 4,460.60		
District Association Refunds	11,203.50	15,664.10	
Net Income from Membership		30,471.90	
ADVERTISING SOLD:		8,009.75	
OTHER INCOME:			
Interest on Bonds—Cash and Accrued	1,530.00		
Insurance Handling Commission ...	89.67		
Insurance Contract Commission ...	3,602.68		
Book Exhibits ...	1,299.13		
Group Insurance Service Fees ...	1,037.00		
Addressing Serv. ...	125.70		
Miscel. Income...	16.13		
Total Other Income		7,691.31	
Total Gross Income		78,874.18	
Less: Operating Expenses—Exhibit "C"		60,588.88	
Net Operating Profit		18,285.30	
ADDITIONS TO RESERVE:			
Reserve for Bad Checks and Accounts	754.00		
Reserve for Retirement Fund	1,300.00		
Reserve for Depreciation—Bldgs. ...	1,182.24		
Reserve for Depreciation—Equipment	541.12		
Reserve for Depreciation—Del. Trucks	58.46		
Total Additions to Reserves		3,835.82	
Net Profit for the Period		<u>\$14,449.48</u>	

EXHIBIT "C" OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1943

	Reading Circle	Associa-tion	School and Com-munity	Total		Reading Circle	Associa-tion	School and Com-munity	Total
Salaries	\$ 7,666.08	\$ 8,295.42	\$ 5,476.53	\$21,438.03	Traveling Exp.	11.30	1,280.80	367.59	1,659.69
Postage	3,918.44	1,040.00	779.55	5,737.99	Fuel	60.00	61.02	55.00	176.02
Paper and Printing	1,593.87	1,173.74	7,527.53	10,295.14	Light and Water	75.00	66.22	70.00	211.22
Stationery and Office Supplies	727.27	552.08	352.46	1,631.81	Telephone and Telegraph	100.00	933.50	200.00	1,233.50
General Expenses	40.00	69.74	40.00	149.74	Taxes	450.00	637.49	300.00	1,387.49
R. C. Board and Exec. Com.	25.74	1,551.76		1,577.50	Enroll. Campn. State Meeting—Program Talent		176.82		176.82
Exchange and Bank Charge	161.73	156.96	100.00	418.69	State Meeting—Program Exp.		2,718.92		2,718.92
							1,475.18		1,475.18

**EXHIBIT "C"—Continued
OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1943**

	Reading Circle	Associa- tion	School and Com- munity	Total
State Meeting— Dept. Expense		429.05		429.05
Insurance	80.00	81.20	40.00	201.20
Janitor's Salary	305.00	305.27	310.00	1,040.27
Repairs and Replacements	80.00	80.23	70.00	230.23
President's Exp.		194.43		194.43
Truck Expense	50.00	20.21	25.00	95.21
N.E.A. Dues and Expense		76.63		76.63
Other Org.		10.00	55.04	65.04
Com. on Sources of School Rev.		21.27		21.27
Legislative Com.		3,311.94		3,311.94
Resolution Com.		38.70		38.70

	Reading Circle	Associa- tion	School and Com- munity	Total
Salaries and Tenure Committee		115.31		115.31
Constitut. Conven. Committee		779.96		779.96
Auditing Exp.	100.00	100.00	50.00	250.00
E. M. Carter Memorial		100.00		100.00
Engraving and Art Work			327.58	327.58
Frt. & Drayage	215.95			215.95
Defense Com.		782.72		782.72
Com. on Professional Stand. and Ethics		25.65		25.65
Attorney Fees		2,000.00		2,000.00
Total	\$15,720.38	\$28,722.22	\$16,146.28	\$60,588.88

EXHIBIT "D"

**CASH DISBURSEMENTS FOR THE PERIOD
FROM JULY 1, 1942 TO JUNE 30, 1943**

Account	Total
Office Salaries, less Deductions	\$20,667.04
Postage	5,737.99
Paper and Printing	5,963.88
Stationery and Office Supplies	1,352.84
Unclassified Expense	149.74
Reading Circle Board	25.74
Executive Committee	1,551.76
Exchange and Bank Service Charge	418.69
Freight and Drayage	215.95
Traveling Expense	1,659.69
Light and Water	211.22
Telephone and Telegraph	1,234.90
Taxes	1,255.84
Enrollment Campaign	176.82
State Meeting—Program Talent	2,718.92
State Meeting—Program Expense	1,481.87
State Meeting—Dept. Expense	429.05
Insurance—Building, Etc.	201.20
Reserve for Victory Tax	158.93
Retirement Reserve	1,336.17
Repairs and Replacements	230.23
Truck Expense	95.21
N.E.A. Headquarters	76.63
Other Organizations	62.00
Legislative Committee	3,314.94
Resolutions Committee	38.70
Committee on Sources of School Revenue	21.27
Bonds Purchased	4,000.00
Committee on Salaries and Tenure	115.31
Book Purchases	100,222.21
Accounts Payable	354.78
Refunds—Community Association	4,460.60
Refunds—District Association	11,203.50
President's Expense	194.43
Bad Checks Charged Back	5,196.55
Cash Refunds	214.05
Sales Tax Paid	6.25
Auditing Expense	250.00
Social Security Tax	294.26
Fuel	176.02
Janitor's Salary, less Deductions	960.90
Janitor's Supplies	69.67
Engraving and Art Work	327.58
Attorney Fees	2,000.00
E. M. Carter Memorial	100.00
Constitutional Convention Com.	779.96
Deferred Charges	4,048.04
Defense Committee	857.72
Committee on Professional Standards and Ethics	25.65
Transfer of Funds	7,070.00

Total Disbursements \$193,514.70

EXHIBIT "E"

**CASH RECEIPTS FOR THE PERIOD
FROM JULY 1, 1942 TO JUNE 30, 1943**

Account	Total
Cash Book Sales	\$130,705.64
Collections on Account	8,135.53
Bad Checks and War. Redeemed	6,448.40
Sales Tax Collections	4.16
Cash Refunds	17.49
Membership Fees	45,908.00
Group Insurance Fees and Com.	4,729.35
Addressing Service	125.70
Interest on Bonds	930.00
Transfer of Funds	7,070.00
Refund from Defense Com.	75.00
Exhibits—Annual Meeting	1,290.13
Miscellaneous Income	16.13
Life Membership	40.00
Refund State Unemployment Insurance Tax	107.89

Total Cash Receipts \$205,693.42

**RECONCILIATION OF CASH AND BANK
BALANCES AS AT JUNE 30, 1943**

	Columbia Savings Bank	Boone Co. National Bank	Revolving and Petty Cash Fund	Total Cash and Bank Balance
Balances at Be- ginning of Busi- ness July 1, 1942	\$ 6,958.77	\$ 4,941.71	\$ 2,750.00	\$ 14,650.48
Receipts— Reading Circle	137,152.20			137,152.20
Receipts— School and Community		16,415.48		16,415.48
Transfer from Reading Circle		6,570.00	500.00	7,070.00
Receipts— Association		45,055.74		45,055.74
Balances Plus Receipts	\$144,110.97	\$72,982.93	\$3,250.00	\$220,343.90
Disbursements— Reading Circle	\$119,121.65			\$119,121.65
Disbursements— Association		\$50,907.57		50,907.57
Disbursements— School and Community		16,415.48		16,415.48
Transfer to Association	7,070.00			7,070.00
Balance at Close of Business June 30, 1943	17,919.32	5,659.88	\$3,250.00	26,829.20
Disbursements Plus Balances	\$144,110.97	\$72,982.93	\$3,250.00	\$220,343.90

We have audited the accounts and records of the Missouri State Teachers Association, Columbia, Missouri, for the period July 1, 1942 to June 30, 1943 and certify that, in our opinion, the foregoing Exhibits, correctly set forth the financial condition of the Missouri State Teachers Association on June 30, 1943 and results of the operations for the period ended June 30, 1943.

Very truly yours,

CLAUDE C. ELLIS

Certified Public Accountant

Saint Louis, Missouri
August 21, 1943

JANUARY, 1944

Report of the Committee on Resolutions

Adopted, St. Louis, November 3, 1943

- I. The War**
We, the Assembly of Delegates of the Missouri State Teachers Association by virtue of our representative system, pledge for the teachers of Missouri their talents, their fortunes, their lives—their all to the vigorous and unending support of the armed and unarmed forces of the Allied Nations in their sanguinary struggle to exterminate the proponents of slavery, fear and want.
- II. The Peace**
We pledge our active cooperation with the teachers in the Allied Nations in order that the proper function of education in building and sustaining a peace-loving modern world be recognized and acted upon properly at the peace conference to come.
- III. The Federal Government**
The Missouri State Teachers Association realizing that education is a nation-wide problem urges the National Congress to enact legislation for the support of public schools. Furthermore, we take the position that federal participation should be channeled through the regularly constituted educational agencies in the several states.
- IV. Professional Organizations**
In order that the profession may render its greatest service, it is necessary for all teachers to support with membership and active participation their local, district, state, and national professional organizations.
- V. Other Organizations**
The Missouri State Teachers Association recognizes the contribution of many state-wide organizations to the cause of public education in Missouri.
- VI. Constitutional Convention**
The Missouri State Teachers Association commends the work of the Committee on Constitutional Revision and pledges its support in securing the acceptance of the Committee's recommendations.
- VII. Sixty-second General Assembly**
The Association expresses appreciation to the Sixty-second General Assembly for enacting progressive school legislation.
- VIII. Legislative Committee**
The Missouri State Teachers Association compliments the Legislative Committee for its work during the past year.
- IX. Juvenile Delinquency**
The Missouri State Teachers Association urges that schools cooperate with other organizations in developing a constructive program of action in attacking the problem of juvenile delinquency.
- X. School Attendance**
For the welfare of the child and the nation school attendance must be maintained. However, schools must recognize the importance of war activities and make necessary adjustments.
- XI. Patriotic Service**
We commend the members of our profession who are contributing to winning the war by helping keep the children in school and those teachers who are in the armed forces. We welcome the latter's return to the profession when their services are no longer needed in the armed forces.
- XII. Post-War Planning**
We pledge our support to local, state, and national groups in planning for the post-war period.
- XIII. State Department of Education**
The Missouri State Teachers Association pledges its continued cooperation to Mr. Roy Scantlin, State Superintendent of Public Schools, and the members of his staff.
- XIV. Appreciation**
The Missouri State Teachers Association expresses its appreciation to St. Louis for all the courtesies extended for the comfort and convenience of the membership attending the Convention. Special thanks are given to the administration, faculty, and pupils of the St. Louis Public Schools, to the St. Louis District Teachers Association, to the St. Louis Board of Education, and to the local committees in St. Louis for their careful attention to details looking to the smooth running of the Convention, to the press and to the radio, and to all persons who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to officer and committees and to the Executive Secretary and his staff for leadership throughout the year on behalf of public education in Missouri.
Marion Bissett, Chairman
Charity Grace
Florise Peirson
Fern Reavis
Fanny Lee Knight
Ralph Marcellus
A. G. Capps
George Englehart
Blanche Templeton

In Memoriam

The following teachers have died during the year 1942-43

Baker, Carrie	Abniston	Kappen, Ann	Blue Eye
Beauchamp, Mrs. Myrtle Wilcox	Owensville	Keathley, T. L.	Campbell
Blodgett, Gertrude	St. Louis	Kehr, F. W.	Marthasville
Braden, Mary	Kansas City	King, Grace DuVall	Kansas City
Brady, Grace	Kansas City	Kitchell, John R.	Caledonia
Branaman, Leyda	Richmond	Knell, Frank W.	Carthage
Bruce, Fay C.	Galt	Langston, Mrs. Agnes	Springfield
Burger, F.	Kansas City	Lawler, Alice	Wheeling
Canady, Charles N.	Carrollton	Lawler, Ruth	Chillicothe
Coleman, G. L.	Kansas City	Limbaugh, Marcus	Cooter
Conzelman, Louise E.	St. Louis	Longshore, W. T.	Kansas City
Cox, Mrs. Pearlee S.	Eminence	McCallister, Maurice L.	Jackson
Crocker, Jack A.	Milan	McCarty, Kathryn	Cape Girardeau
Crowe, Della	St. Louis	McClanahan, Frankie	Columbia
Culp, D. V.	Bethany	McClure, C. H.	Kirksville
Etter, Fred	Etterville	McColl, Mary A.	St. Louis
Farmer, Chas. P.	Joplin	McDearmon, Miss Theo.	St. Charles
Farris, Earl O.	Kansas City	Melver, Sallie	Excelsior Springs
Ferguson, J. L.	Warrenburg	Merkel, Emily	St. Louis
Finnell, Stein	Sedalla	Osborne, Jno. F.	Kansas City
Frame, Mabel	Kansas City	Peters, Fredus N.	Kansas City
Garrett, Hubert	Maryville	Robeson, J. A.	Kansas City
Graham, Edward	Brumley	Short, Mrs. Ethel	California
Greene, Etta	Oregon	Spearman, Mrs. Cynthia F.	Brumley
Grossman, Lillian Sanders	Morehouse	Steele, Jessie Belle	Sedalla
Hayward, Otto	Webb City	Swinehart, Herman P.	Kansas City
Herndon, Rodney E.	Bonne Terre	Tobin, Marie	St. Louis
Holmes, Lucy A.	Kansas City	Thompson, Frank F.	Springfield
Howard, Lucille Reed	Ellington	Webster, Esther	St. Joseph
Hufstедler, S. R.	Doniphan	Wilson, M. W.	Maryville
Hutchins, Ella A.	Kansas City	Winders, Jas. C.	St. Joseph
Johnson, Geo. W.	Lewistown		

MAGAZINE FREE TO THOSE IN SERVICE

Your Association will send without charge SCHOOL AND COMMUNITY to any member of the teaching profession who is now serving in the armed forces. If you have a friend or a relative in the service to whom you desire the magazine mailed, kindly send us the name and complete address.

We feel sure former teachers will appreciate having an opportunity to keep abreast of educational movements and educational events here in Missouri.

Send communications to:

Editor, SCHOOL AND COMMUNITY
MSTA Building
Columbia, Missouri

HONOR ROLL



We are indebted to county and city superintendents and others for the names of teachers in the service forces of our country as listed below. This is a continuation of the list published in previous issues of this year and future issues will supplement this one. The compiling of such a list is difficult and we will welcome receiving the names of teachers omitted.—Editor

St. Louis City

Adams, Mary Louise
Anderson, John E., Jr.
Anderson, Norman O.
Andrews, John J.
Barkhoefer, Melbourne L.
Barrett, Vernon J.
Beckmann, Marvin Frederick
Boefer, Gustav E.
Brizzi, Frank P.
Brunson, Warren
Buschmann, Lawrence H.
Bushman, Frederick P.
Catlin, Theron A.
Clark, Glynn R.
Close, Tad R.
Clucas, Gordon H.
Collins, Charles J.
Cousins, John S.
Davis, Robert W.
Dickinson, H. L.
Dodson, Joseph E.
Edwards, Virginia
Ehlert, Walther H.
Eigel, George S.
Ellspermann, Esther
Erskine, Eleanor V.
Evans, John E.
Felleg, Joseph
Franke, Edwin G.
Gadell, John M.
Gentry, Thomas F.
Geppert, J. W.
Gottlieb, Morris J.
Gruber, Milton W.
Hahnel, Robert C.
Hamlett, Carl E.
Hartmann, Harry G.
Higgins, Rodney G.
Hoffman, Harrison A.
Hubbard, Elmer L.
Hurst, Frances
Hutsell, Herbert H.
Inbody, R. M.
Indorf, Frederick A.
Ingerson, Donald
Jeffries, Charles Leo
Jordan, Arthur

Kaepfel, Eric H.
Kaintz, Robert
Kenny, James D.
King, Harry L.
Kirk, Victor H.
Koste, A. L.
Lancaster, Kathleen
Lawhon, James L.
Lewis, Raymond C.
Lottmann, Anna Marie
Lu Bernet, Martha
Maas, Hannah B.
Maguolo, Louis D.
Marchesseault, Charles
Martin, Edwin L.
McCue, John E.
McDonald, Violet Ruth
Meinhardt, George K.
Meyer, Leontone
Minton, William C.
Mohrman, Wilbur
Monagan, Rogers T.
Morton, Berry E.
Morgan, Raleigh, Jr.
Nelson, John A.
Nerlich, Alice
Nicholson, Lawrence E.
Oth, Ray C.
Perkins, August T.
Perkins, Inman L.
Phillips, John A.
Powell, E. Russell
Powers, Clement A.
Powers, Mary Belle
Reef, Victor E.
Rhetta, Henry S., Jr.
Roach, D. Gordon
Robson, A. M.
Rogers, Joseph, Jr.
Rosenkranz, Samuel
Rucker, Thomas J., Jr.
Salter, Edward
Schrader, Ruth
Seagrave, Althea
Sexton, Roger H.
Shepard, Samuel, Jr.
Shewman, Charles A.
Sibley, Frank G.
Sieck, Lewis William

Simpson, Raese W.
Spiegel, Marjorie
Spindler, Rose K.
Steffens, Edward
Stephens, John J.
Styles, Abe, Jr.
Sumption, Merle R.
Tillman, Catherine
Van Trump, William F.
Voit, Agnes
Walka, Joseph A.
Weir, Thomas A.
Weller, Fred Wilson
Wolf, William E.
Young, Ira H.
Zumwalt, George E.

St. Louis County

Allen, Rebecca
Baker, J. E.
Bamber, Laurene
Barclay, Maxwell
Basham, Wendell
Belding, George
Berry, Bernyce
Blackwell, Arnold
Block, Edward
Bolin, Bentley
Bomgardner, Helen
Boucher, Earl H.
Boyce, Rube
Boyer, Mark
Bradley, Ford
Bretch, Phil
Brigs, Anna Lee
Brodhead, Mary E.
Brown, Bess
Bruce, Nolan
Brumagin, Wendell
Bruner, Louis
Bryan, James
Bueltmann, Herbert
Buhrman, Lloyd
Cameron, Virginia
Chamberlain, Mary
Cochran, Randall T.
Crosswhite, Charles C.
Cummings, Howard
Cummings, Ralph

Devore, Russell
 Dinga, Marie
 Dix, Frances
 Doty, Jean
 Downs, Harold
 Doyle, Russell
 Draper, Dallas
 Drennan, William
 Drury, M. F.
 Dufur, Harold
 Dukes, Roscoe
 Evans, William
 Farley, H. Kent
 Fischer, Robert
 Fishman, Beatrice B.
 Forbes, Robert
 Fred, Benhart C.
 Friery, Robert
 Gaines, Froebel
 Gibson, Robert E.
 Gingerich, Wesley
 Gleason, James
 Godat, Alexander
 Goldberg, Norman
 Gordon, A. R., Jr.
 Goza, Gilbert C.
 Greene, Earl B.
 Grueninger, George
 Guese, Lucius
 Hackward, Jennie Jo
 Hall, William E.
 Harris, Ralph
 Heuser, Herman
 Hooper, Amy Van
 Horvay, Frank
 Hosford, Judith
 Hunker, Paul B.
 Jackson, Dunaway
 Janssen, Arwin
 Jerstad, Jack
 Jessop, Donald
 Johnson, Helen
 Johnson, Paul
 Kaiser, Harold
 Kanoff, Irving H.
 Keller, Harold
 King, Raymond A.
 Kuhlmann, Richard
 Lake, John
 Laster, Dorothy
 Lee, Ben S.
 Leet, John
 Lemen, Robert
 Leubkert, Bernard C.
 Logsdon, J. D.
 Lundius, Earl
 McCloud, Virginia
 McConnell, Thomas
 McCoy, Mary Elizabeth
 McDonald, Hugh
 McKelson, Claude
 McKinney, Frances
 Magness, Guy N.

Mechalson, George
 Mikkelson, Claude
 Mitchell, Marcus
 Morris, Mrs. M.
 Muhl, C. A.
 Oesch, Ray
 O'Neil, Dwight D.
 Patrick, Jean
 Percival, Jack
 Pharries, Hortense
 Pohle, Ernest
 Press, Oliver H.
 Pritchard, George
 Provorse, Leonard
 Ream, James
 Redfield, Maynard
 Reid, Robert
 Richardson, George D.
 Richardson, Norman
 Rickard, Grant
 Risch, Kathryn
 Robuck, Maurine
 Roeder, Nancy
 Rosenbauer, Ruth
 Rupp, Robert
 Sailor, Henry
 Sarff, Warren
 Schmidt, William
 Schoenbeck, Wallace
 Schultz, M. P.
 Scott, John R.
 See, Harold
 Seitz, Kerlin
 Settle, Newton
 Shankland, Wilbur
 Shelton, Loyal
 Shipley, Earl E.
 Smith, George W.
 Smith, J. Woodson
 Smith, Joe
 Souders, Clarence E.
 Space, Jack
 Sparling, Victor
 Starrett, Lloyd
 Stegeman, William
 Stephens, Lloyd
 Stuber, George
 Taake, Edith L.
 Tarbet, Donald
 Thompson, Mary
 Thompson, Sue
 Vieth, Arlington
 Waggener, Gladys
 Wagner, Carl
 Wagner, Oliver
 Watson, Elam E.
 Weigel, George
 Whaley, Robert
 Wayne, Thaddeus A.
 Williamson, Elwin
 Wilson, O. A., Jr.
 Witt, Lee P.
 Wood, Eugene

Wood, John
 Woods, Bob
 Wright, Evan
 Yates, Tyle
 Zenge, Kenneth

Kansas City

Adams, H. Berle
 Adams, Thomas C.
 Babbitt, Ellis B.
 Ball, Richard A.
 Benson, Richard
 Bird, Harold
 Bliss, Sidney M.
 Boyd, Gardner
 Burke, Charles
 Calvert, George
 Canady, Emmet J.
 Cross, Roberta
 Daniels, Jay C.
 Dierks, William T.
 Ditmars, Beth
 Dixon, Charles S.
 Doehler, Otto D.
 Fagan, Theodore O'Hara
 Fields, Lester
 Hellman, Ann
 Hogan, Elinor
 King, J. Franklin
 LaFollette, Everette
 Lockridge, William L.
 McKee, James Stuart
 Orndorff, Frank
 Patterson, Cecil
 Poe, Bryce
 Ponder, Harold Luke
 Quick, Sidney Jane
 Redmond, James
 Reynolds, George A.
 Roberts, Ruth M.
 Schooling, James F.
 Shelby, George William
 Smith, Hollister
 Stephens, Donald
 Storms, Marian
 Stout, Howard
 Tarbet, Edith
 Thelen, Edward F.
 Weld, Edward
 Wells, Elizabeth
 White, James A.
 Wilcox, Paul V.
 Willis, Wendell William
 Yessen, Cleora

New Madrid County

*Murray Disharoon

*The above name was accidentally omitted from the list of the county when it was published.

Tips For Teachers

PROFESSIONAL COUNSEL HAS it that the hitching post of school public relations is the classroom teacher. It is truly a terrific compliment to the profession. Like all folk who have an important job to do, teachers will welcome a word or two on how others go about the task of making friends for the profession.

Burnham Charter, professional public relationist, has summarized some of the methods by which industry talks to the people. At the outset Mr. Charter refers to the public relations problem as that of making friends of the people with whom the organization deals. "In the first place," says this industrialist, "we should try to make our conversation interesting. Secondly, speak the public's language. Thirdly, and this is something which may be foreign to general education procedure, if we see trouble ahead, let's explain it first before someone else tells it or someone gets hurt by it. Fourth, people won't fight our battles unless we are ready to fight them ourselves. Fifth, if we are going to fight, fight for something, not merely against something; if we oppose a measure, we should endeavor to make a constructive suggestion. Sixth, when we talk to the public, we should talk at a time when the public will listen, not at a time that happens to be convenient."

... at a time when the public will listen. End of semester—parents are ready to inventory causes and solicit suggestions; card marking—mothers almost beg for personal counsel. They fairly gloat at the suggestion of teacher praise accompanying good marks.

School folks, especially teachers, hold the secret to a Happy New Year for many a home through a word of encouragement or praise regarding the home's personal representative—the child. In these times of conflict and sacrifice, a little added effort on the part of the teacher may do much to establish permanent friendship with pupils and likewise with the homes. From a public relations point, it is sufficient to recall that what the child thinks of the teacher, the home thinks of the school.

By OTIS A. CROSBY, *President*
School Public Relations
Association

100% COUNTIES

Counties having a 100% enrollment in the Missouri State Teachers Association for the present school year are as follows:

County	County Superintendent
Adair	Mrs. Marion Schott, Acting
Atchison	Miss Blanche Templeton
Audrain	Mrs. Agnes Brown, Acting
Boone	Mrs. Alpha Lewis
Buchanan	Leonard Jones
Butler	Otto Aldrich
Cape Girardeau	O. C. Kiehne
Clark	Richard Mileham
Clinton	Miss Straussie Gall
Cooper	Chas. A. Repp
Crawford	J. H. Brand
Daviess	E. C. McNitt
DeKalb	H. C. Holt
Douglas	Claude Hibbard
Franklin	O. E. Burke
Gentry	Mrs. Marion Lunsford
Harrison	Mrs. Sylvia S. Stanley
Henry	J. W. Miller
Holt	G. Frank Smith
Howard	Omer Foley
Jasper	Mrs. Bertha Reed
Knox	Miss Bessie Hudson
Linn	J. E. Fuhrman
McDonald	T. Alton Carnell
Miller	C. D. Snodgrass
Mississippi	J. Abner Beck
Osage	M. O. Reed
Perry	Mrs. Ora Nelson Guth
Pettis	C. F. Scotten
Phelps	Ralph Marcellus
Platte	Joe E. Herndon
Polk	Mrs. Marvin Hopkins
St. Clair	Victor B. Lowe
Ste. Genevieve	H. J. Carron
St. Louis	R. G. Russell
Schuyler	Mrs. Inez Scotten
Scotland	Mrs. Lucille Walker, Acting
Shannon	A. N. Bunch
Sullivan	R. Glen Simpson
Taney	Ernest Redfern
Warren	Eli Mittler
Webster	Oscar Carter
Worth	R. S. Fadeley

Many more counties lack only a few members and will doubtless be added to the 100% list soon.

SECRETARY'S PAGE

F. T. A. CHAPTERS

This is the first year that the students in the Future Teachers of America Chapters in Missouri have been affiliated with the Missouri State Teachers Association.

The recruiting of desirable candidates for teaching has been neglected too long. The professionalization of teachers in training has not been given the emphasis it deserves. Why not FTA Chapters in all institutions preparing students to teach?

Dr. Ray L. Garnett has reported a membership of forty-five in the Sibley Chapter at Lindenwood and Dean O. G. Sanford has reported a membership of 18 in the Sigma Pi Alpha Chapter at the University of Kansas City.

The Northwest Missouri State Teachers College, the Central Missouri State Teachers College, Central College, and the University of Missouri have Future Teacher Chapters.



TAX LIMITATIONS

The constitutional limit of \$1.00 on the \$100 assessed valuation for teacher and incidental purposes is now being voted by 425 of the 792 high school districts in Missouri. Other high school districts not incorporated are voting the limit of 65 cents.

A building tax is voted by 253 high school districts. In many instances it probably is not being used for purposes strictly in accordance with the intent of the Constitution.

The only solution is additional tax levy for current school purposes. The Convention now in session can remedy the situation. Thirty-six states have no constitutional limitations for local support of education.



EXECUTIVE COMMITTEE

The Executive Committee of the Missouri State Teachers Association met at

the Teachers Building in Columbia on December 18. The chief item of business was the appointment of membership to the various committees.

The Legislative Committee will have a full year to plan its program for the next regular session of the General Assembly.



AVAILABLE FOR DISTRIBUTION

Some free materials of the Missouri State Teachers Association available on request are:

Your Association—Membership Manual
Missouri Education in National Review
State Support of Public Schools

Levies for Missouri School Districts,
School Year 1942-43

Missouri Schools and the War Effort
The State Constitution and Education
Committee Reports to the Assembly of
Delegates, 1943

Code of Professional Standards and
Ethics



CONSTITUTIONAL CONVENTION

* The Constitutional Convention recessed on Friday, December 17, for the Christmas Holidays, returning January 4.

The deadline for the introduction of proposals by delegates was December 3. Three hundred seventy-five proposals are before the Convention for consideration and others probably will be introduced by committees.

The reports of committees will have real significance. The Convention will doubtless debate many of them at some length before their acceptance or rejection.

It is necessary that teachers keep in contact with delegates of their acquaintance. If you are not receiving the special bulletins issued from time to time, we would be glad to place your name on the mailing list.

Thirty-First Annual Meeting—Department of Superintendence

Columbia, Missouri, February 4-5, 1944



President, Wesley A. Deneke



Vice Pres. T. L. Noel

Theme: *Planning Missouri Administration*

Friday Afternoon, 1:45 P. M.

February 4, 1944

Auditorium, Education Building

Vice President T. L. Noel, Presiding

- 1:45 Music—University Laboratory School
- 2:00 Greetings from the University—
President Frederick A. Middlebush
- Response—President of the Department
- 2:20 Panel Discussion—
Members of the Advisory Committee of City Superintendents
- 3:00 Address: L. S. Hawkins, Director of Vocational Training for War Production Work, U. S. Office of Education, Washington, D. C.
- 4:00 Informal Reception—
Room 219, Education Building

Friday Evening, 8:00 P. M.

February 4, 1944

- President Wesley A. Deneke, Presiding
- 8:00 Music—Students of the School of Education
- 8:25 Introductory Remarks by the presiding officer
- 8:30 Address: Dean Theo. W. H. Irion, "National Educational Issues and Their Implications for Missouri School Administrators"
- 9:30 Announcements

Saturday Morning, 9:30 A. M.

February 5, 1944

President Wesley A. Deneke, Presiding

- 9:30 Business Meeting
- 10:30 Address: Hon. Roy Scantlin, State Superintendent of Public Schools, "The Immediate Future"
- 11:00 Administrative Plans for local school officials for school year 1944-1945. Dr. Loyd Grimes, Assistant State Superintendent of Schools, assisted by members of the State Department.

12:15 Announcements

HONORING OUR TEACHERS

There are thousands of Missouri teachers in the armed service of our country. Some of them will be recipients of marks of distinction and awards of various kinds. If you know of a teacher who has been decorated for valor or has received some other outstanding honor for service in the war effort, please send the details to the editor of SCHOOL AND COMMUNITY.

SCHOOL AND COMMUNITY

A Parable For English Classes

IN THE LAND OF QUEER PEOPLE the most difficult subject in school is the study of dress. In spite of the fact that it is a required subject throughout both elementary and secondary schools and even during the first year in the university, many otherwise educated people never acquire a sense of what is correct in apparel; it is not an uncommon sight on the average campus to see a college girl who has failed to observe that her shoes are not mates or a young man who clings to the juvenile garb of rompers. Such costumes are so frequently seen that they attract little attention aside from the futile protests of faculty members, particularly those who teach the subject of dress.

Beginning in the primary grades, the teachers try to correct barbarisms and to form correct habits of dress; for instance, even at this early age, the pupils are reprimanded (in a kindly way, of course) when they wear pajamas or nightgowns to school; progress charts show whether or not Mary absent-mindedly dressed herself in a bath towel rather than a dress on last Wednesday, or whether Tommy prefers the freedom of a feed-sack provided with outlet for head and arms to the proper shirt and trousers.

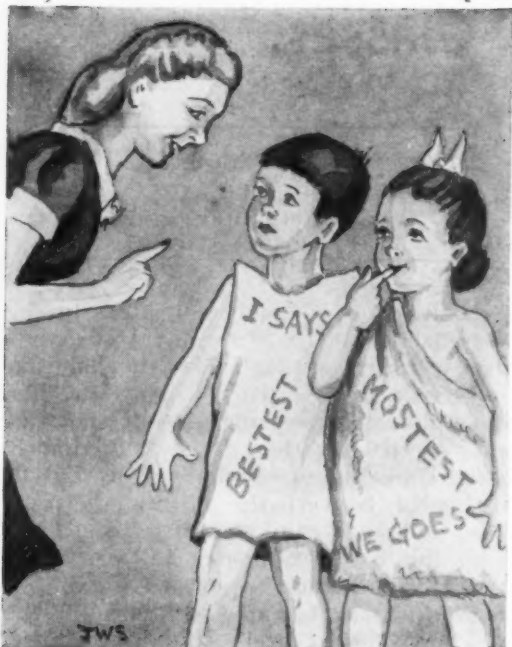
In the upper grades the majority of the pupils have learned to avoid such barbarisms in the class room; however, upon reaching home, they immediately change the required garments for those which Teacher frowns upon. In these grades the state course of study recommends the stressing of *number* (wearing *two* shoes but only *one* hat); *tense* (bibs are considered childish); and *gender* (boys are urged not to wear dresses).

In the secondary school the dress teacher usually takes her work very seriously. She can often be distinguished from other faculty members by her meticulous habits of parallelism in the matter of shoes, gloves, and even hose. She carries her handkerchief in her pocket—never dangling from her belt or tied in a button hole. She studies the style dictionary conscientiously

By MAE MANESS
English Instructor
Warrensburg High School

and pays annual membership dues to the National Council of Costume Instructors. She is easily exasperated by the habitual indifference on the part of many students. Some insist on wearing button shoes in spite of the fact that the style dictionary has declared them obsolete; many fail to distinguish between the left and the right shoe, and some cannot even tell the front from the back. She goes on year after year trying to teach boys that coats button in *front*; that ties are worn around the neck, not knotted carelessly above the knee. If they show interest in correcting these faults, she encourages them to match buttons with their proper buttonholes; however, most boys consider the latter point as bordering too nearly on the pedantic to deserve serious attention. Girls are advised to wear regular hairpins rather than clothes-





pins and to substitute ribbon for twine; more than three petticoats are considered superfluous, and a girl who hopes to make

a good grade in dress will not wear a powdered wig or ruffled pantalettes on test days.

On hearing of our country and our customary standards of dress, one progressive instructor sent a committee of high school students to observe the appearance of students in one of our schools. Upon their arrival, the visitors were awed to a state of speechlessness. Every girl and every boy whom they saw scored one hundred per cent on number, gender and tense. Not a barbarism was in sight! No obsolete clothing could be seen. Such perfection surpassed belief. These high school students would rival even the university professors among the Queer People!

Then as they dared draw nearer these incredibly perfect beings whose shoes invariably matched and whose buttons seemed infallible, they burst into uncontrollable spasms of merriment.

"Listen!" they gasped between outbursts of hilarity. "Did you ever hear such uncivilized language!"

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Administrators Regional Conference to Meet in Kansas City

The American Association of School Administrators will hold a regional conference in Kansas City, March 8, 9, and 10.

The theme of the three-day meeting is "The People's Schools in War and Peace." Registration will begin Wednesday morning, March 8, and the first of five general sessions will be held Wednesday afternoon. Other general sessions are scheduled for Wednesday evening, Thursday morning, Thursday evening and Friday afternoon. Among the general session speakers will be Worth McClure, Superintendent of Schools, Seattle, Washington, and president of the Association and Alexander Stoddard, Superintendent of Schools, Philadelphia, Pennsylvania.

Topics and chairmen for discussion groups are as follows:

Thursday, March 9—2:15 P. M.

The Elementary-School Curriculum—Now and After the War

Evan E. Evans, Superintendent of Schools, Winfield, Kansas

Financing the Schools

J. W. Ramsey, Superintendent of Schools, Fort Smith, Arkansas

The Schools and Public Relations

Glenn Archer, National Education Association, Washington, D. C.

The School's Role in Rehabilitation and Readjustment

Charles E. Greene, Superintendent of Schools, Denver, Colorado

War and Postwar Extension of Educational Services

I. E. Stutsman, Superintendent of Schools, San Antonio, Texas

Friday, March 10—9:30 A. M.

The Secondary-School Curriculum—Now and After the War

Harl R. Douglass, Director, College of Education, University of Colorado, Boulder, Colorado.

Teacher Personnel

Willard E. Goslin, Superintendent of Schools, Webster Groves, Missouri

The Schools and Juvenile Delinquency

H. W. Gowans, Superintendent of Schools, Tulsa, Oklahoma

Shall Home Rule in Education Prevail?

Hobart M. Corning, Superintendent of Schools, Omaha, Nebraska

The Schools in the Air Age

F. L. Schlagle, Superintendent of Schools, Kansas City, Kansas

It is expected that the conference will be well attended. Administrators from a fourteen state area will be in attendance.

Hotel reservations should be made immediately. Write to H. E. Boning, Jr., Chairman, Housing Bureau, 1030 Baltimore, Kansas City, Missouri.

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St. Louis 5, Missouri



ITEMS OF INTEREST



Orval Boekemeir, instructor in science in the St. Charles high school, has entered the armed forces.

Mrs. Desta Connaway, principal of the Triplett elementary school last year, is now teaching in the School of the Osage.

Lorraine Elsner, graduate of the Washington University of St. Louis, has been appointed to the English department of the Ste. Genevieve high school.

Mrs. Ruth Emery, formerly home economics teacher at Holland, has inaugurated a vocational home economics program in the Ste. Genevieve high school.

Robin Stockman and Logan Coffman, formerly teachers in the Smithton public school, are now serving in the armed forces of their country, according to superintendent of schools, B. B. Ihrig.

Mrs. Ben F. Ray of Buffalo, Missouri, has been employed to teach the Prairie View school in Dallas county. Mrs. Ray has been teaching in Polk county.

J. T. Hodge, formerly superintendent of Barry county schools, who retired several years ago, has accepted the appointment as superintendent of the Butterfield public schools.

H. Waldo Wasson, instructor in social science in the St. Charles high school, has entered the armed forces.

George Ellison, vice-principal of Lincoln high school, Kansas City, became acting principal of the Lincoln high school, January 1. Girard T. Bryant, teacher at Lincoln high school was made vice-principal.

L. A. Zeliff, superintendent of schools at Stanberry for the past twenty-five years, has resigned to become an employee in the United States Employment Service.

Josee R. Powell, superintendent of the Scotland county schools, is a Lieutenant in the Army. He is located with the Training Division, Holabird Signal Depot, Baltimore, Maryland.

Bert Mayberry, a teacher at Lincoln high school, Kansas City, has been named vice-principal of the R. T. Coles junior high and vocational school.

Ren G. Foster, superintendent of Cowgill public schools, was inducted into the Navy in September and has been stationed at Farragut, Idaho.

Fauna Overlay, principal for the past two years, has been elected superintendent.

Charles Jenkins, superintendent of schools at Butterfield, Missouri, resigned recently. Physicians advised Mr. Jenkins to quit his job.

Bernard Voges, superintendent of the Huntsville public schools, has been commissioned an ensign in the Navy and is now in training in Tucson, Arizona.

Russell Allen, principal of the Huntsville high school, has been promoted to superintendent to fill the vacancy created when Mr. Voges entered the service.

H. K. Glenn, music teacher in the Doniphan high school, left November 26 to enter the armed forces.

Mrs. Geoffrey W. Heying has been employed to teach the eighth grade in the Hermann public schools.

Geoffrey W. Heying, formerly superintendent of Rhineland schools, is now teaching physical education and pre-induction courses in the Hermann high school.

Robert F. Blankenbaker, formerly principal of Boonville high school, was home recently on a furlough. He is now a staff sergeant and is stationed at Camp Williams, Tamah, Wisconsin.

Helen Blackburn, principal of the Lowell elementary school of Kansas City, is now at home after five weeks in the hospital and is reported as now well on the way to recovery from injuries received in an automobile wreck.

Miles A. Eliff, superintendent of the Lebanon public schools for the past eleven years, has resigned. Mr. Eliff will become affiliated with an insurance company.

Russell S. Osborn, biology teacher in the Joplin senior high school for the past three years, has resigned to accept a commission as ensign in the U. S. Naval Reserve. He is now in training in the University of Arizona at Tucson.

Mrs. Frances Miller of Lee's Summit has been hired by the Blue Springs Board of Education as teacher of fifth and sixth grades in the elementary school. Mrs. Jennie Mae Simpson, the former teacher, resigned to take a teaching position in North Kansas City.

Three more members of the staff of the Kansas City schools have enlisted in the armed forces. They reported for duty following the Christmas holidays:

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■ **Elizabeth Wells**, 4012 Locust Street, who taught algebra and French at Southwest high school, entered officer training January 1. She is a graduate of Park College, obtained her master's degree at the University of Illinois, and did graduate work at Harvard University and in France.

■ **Beth Ditmars**, former seventh grade teacher at the Woodland school, also gone, is the daughter of Mr. and Mrs. Thomas Ditmars, Route No. 2, Liberty, Missouri. Her father is a teacher at Northeast high school. She is a graduate of teachers college.

■ **Elinor Hogan**, secretary in the administrative offices at Ninth and Locust Streets, has applied for officer training. She is a graduate of the Kansas State college at Manhattan and taught one year in the high school at Talmadge, Kansas.

Genevieve Turk retired January 1 as principal of the Scarritt school. A substitute principal will be in charge the rest of the year. Miss Turk has been with the Kansas City, Missouri, public schools since September, 1894, serving as a teacher until 1908, and as a principal the past 35 years. Miss Turk has always been actively associated with all activities for the betterment of the public schools and members of the teaching profession.

J. H. O'Conner has been appointed instructor in physics at the Cape Girardeau State Teachers College. He has served as superintendent of

schools at Lilbourn, Oran, Holland, and Cooter. Mr. O'Conner received his B. S. Degree from the Cape Girardeau State Teachers College and has done graduate work at Missouri University and George Peabody College.

Lester Gillman, superintendent of the Noel public schools, reports that 260 of the 330 students enrolled in the school are being served meals each day through the Hot Lunch Program. The meals are served in a thirty-five minute period. Four women do the cooking and four high school girls help in serving. The students pay ten cents per meal.

Roy Ellis, president of the Southwest State Teachers College, has returned from Hot Springs, Arkansas, where he has been a patient at the Army and Navy hospital following a heart attack. He was at the hospital for a month.

H. O. Cook, who retired January 1 as principal of the Lincoln high school of Kansas City, Missouri, has left with Mrs. Cook for a residence in California. Events honoring Mr. and Mrs. Cook included the presentation of an oil painting to the Lincoln high school; a luncheon by the high school faculty; a dinner in his honor given by the Principals' Club; dedication of the twenty-fifth annual Paseo Y. W. C. A. meeting to him; and a smoker by the Alpha Phi Alpha.



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Jewell Ross Davis, director of Public Relations at Northwest Missouri State Teachers College, was elected Director of District VIII of the American College Publicity Association at its annual meeting held in Kansas City recently. Mrs. Davis is the first woman ever to be elected chief officer of this district which includes the states of Kansas, Missouri, Nebraska and Iowa.

F. B. Moore has been appointed instructor in chemistry at the Cape Girardeau State Teachers College. Dr. Moore has been teaching in Phillips University in Enid, Oklahoma, for the past three years. He received his A. B. Degree from the University of Des Moines and his Ph. D. Degree from the Iowa State Teachers College, Ames, Iowa. Dr. Moore has also had high school teaching experience and served as coach at one time.

 **Robert Lemen** of the Wydown school in Clayton left on December 10 to be commissioned a Lieutenant (j. g.) in the United States Naval Reserve.

Mr. Lemen, according to superintendent of schools John L. Bracken, is the sixteenth member of the Clayton faculty of 112 members to be commissioned in the armed forces. Another faculty member is with the Red Cross and two non-instructional employees are in service.

H. W. Dahlor, formerly state director of war production training for Missouri, assumed his duties December 1 as co-ordinator of industrial training for the Kansas City, Missouri, public schools. Mr. Dahlor's position is a new one created by the wartime demand on the public school trade and industrial program for war plants and to extend the program into post-war civilian use. His offices are at the Manual High and Vocational school.

 **Captain James Redmond** was a visitor to the administrative offices of the Kansas City public schools recently and participated in the "Faculty Meeting of the Air" as the featured speaker. Before entering the service, Captain Redmond was assistant to the superintendent of Kansas City schools.

FUNDS FROM SCRAP SALE USED FOR BUYING BOOKS

The seventh and eighth grades of the Hermann public schools used money which they earned from the sale of scrap metal and scrap paper for the purchase of a set of World Books.

HOME ECONOMICS DEPARTMENT SERVES BOY SCOUT BANQUET

The Platte City home economics department, under the direction of Miss Helen Neal, recently served two hundred people at a district boy scout banquet.

BOARD OF EDUCATION ENTERTAINS TEACHERS

The board of education of Triplett, Missouri, recently entertained the teachers of that school

system at a dinner, according to superintendent of schools, H. N. McCall.

BARTON COUNTY HAS NEW SUPERINTENDENT

Donald Lee has recently been appointed superintendent of the Barton county schools. He fills the vacancy which occurred when Elgin Dermott resigned in order to become superintendent of schools at Lamar.

Mr. Lee had been teaching in the Lamar public schools before accepting the county superintendency.

NEW VOCATIONAL SHOP COMPLETED

The St. Charles public schools have a new vocational shop which has just been completed at a cost of \$60,000, according to superintendent of schools, Stephen Blackhurst.

The new shop was constructed to house the vocational agriculture, industrial arts and machine shop departments. William B. Ittner of St. Louis served as architect.

PRE-INDUCTION DRIVER EDUCATION

A pre-induction driver training program is to be inaugurated in the high schools of Missouri according to an announcement from Roy Scantlin, State Superintendent of Schools.

SANTA FE RURAL SCHOOL WINS PRIZE

The Santa Fe rural school of Monroe county has been awarded a \$25 War Bond offered by the County Court to the rural school which collected the most scrap iron in the recent drive.

The school children sold 8,330 pounds of scrap. Evans school was second with 3,600 pounds.

STE. GENEVIEVE FACULTY LOSES TWO TEACHERS

The Ste. Genevieve public grade school faculty has experienced the loss of two members by resignation recently. Miss Armella Peterson and Mrs. Myron F. Simerly have resigned to accept positions elsewhere.

The Ste. Genevieve high school has added to its curriculum the guidance program as outlined by the state supervisor of guidance of the State Department of Education.

FAIRVIEW SCHOOL SALVAGE RECORD

The pupils of Fairview school of West Walnut Manor, St. Louis county, have worked consistently to salvage materials to aid the war effort, according to superintendent of schools, Milton W. Bierbaum. The students have collected 3,330 pounds of tin cans, 25,715 pounds of waste paper, 960 pounds of rags and 8,680 pounds of scrap metal.

SCHOOL SCRAP PILE BURNS

Five tons of waste paper collected by Pattonsburg school children and awaiting transfer to a buyer in the city were destroyed by fire

SCHOOL AND COMMUNITY

when sparks from a trash blaze reached the paper. The paper was piled against the school building and the recently rebuilt city fire truck is credited with saving that structure.—Kansas City Times.

PHILLIPSBURG HIGH SCHOOL BURNS

The Phillipsburg high school burned on the night of December 15. The building was a total loss. The Phillipsburg district, according to superintendent of schools, Tom Carter, carried sixteen thousand dollars insurance on the building and two thousand dollars insurance on the contents.

The district owes only four hundred dollars in bonds and therefore would be in a position to vote building bonds if the citizens of the district so desire.

ART TEACHERS MAY SECURE WALL CHARTS

Teachers of art and mechanical drawing may secure, without charge, a new series of Wall Charts of Drawing Ink Methods for use in their classrooms.

The charts illustrate dozens of different ways to work with drawing ink and also ways of demonstrating some of the newer techniques in the field.

To secure these free charts write to Louis Melind Company, Department M. O., 362 W. Chicago Avenue, Chicago, Illinois.

\$265,500 BUDGETED FOR RETIREMENT

Appropriations of \$265,500 for the first six months' operation of the Public School Retirement System of St. Louis were voted December 13, at a meeting of the system's Board of Trustees.

Of the total appropriations, \$250,000 goes to the pension fund and \$15,500 to the operating fund. Approximately 300 teachers will be retired on pension February 1 under the system, Miss Marie A. Ernst, temporary chairman of the board, estimated.—St. Louis Globe-Democrat.

DEMONSTRATION MEETINGS FOR LINCOLN COUNTY TEACHERS

Lincoln county has had a series of demonstration meetings, according to Mrs. Claude Clare, county superintendent of schools. The first of these meetings was addressed by Dr. C. W. Martin of the Kirksville State Teachers College. It was held at Elsberry, October 25.

The speaker for the second meeting was Mr. John L. Bracken, superintendent of the Clayton public schools. The meeting was held at Troy on December 8.

PLATTE CITY HIGH SCHOOL SPONSORS MUSIC AND SPEECH PROGRAMS FOR RURAL SCHOOLS

The Platte City high school music and speech departments are giving programs in nearby rural schools each Thursday night, according to superintendent of schools, N. D. Vogelgesang.

The school's glee club and the band each gave a program during the first two weeks of December and other groups will put on programs after the holidays.

Miss June Hammett is head of the music department and Miss Joyce Fink is the director of the high school speech department.

PAN AMERICAN MATERIAL

The Pan American Union, Washington, D. C., has had published a series of attractive sixteen-page bulletins for the study of Latin America. The booklets are 6x9 inches in size and the covers are illustrated in color. The price is five cents each. The titles are: The Pan American Union, The Panama Canal, The Snake Farm



A HELPFUL HINT FOR YOU

Everyone and
everything being as

helpful as possible these

days aids this Nation at its gigantic job—

Now, Mother's little helpers aren't always

as pleased with their home tasks as they

might be nor even with their homework

from school. But consider this: . . . Muni-

cation workers employed on jobs that are

particularly irksome and monotonous,

have found that enjoying some delicious,

welcome Wrigley's Spearmint as they

work, makes them more content and hap-

pier and their work seems to go off

smoother . . . In so many big and little

ways Chewing Gum has proved a help

today that there never was such a demand

for it; and in a quality product, such as

Wrigley's Spearmint where the demand is

naturally greatest, there is a real scarcity.

We can not produce more under war con-

ditions. To reduce quality and cheapen to

put more on the market we will not do.

. . . There is something to be done, how-

ever—may we ask that when you stress

"Do Not Chew Gum in School"—you

say "Reserve it for Home and only there

when and where it can really help you."

V-3

at Butantan, Francisco Pizarro, Cabeza de Vaca's Great Journey, The Incas, Jose de San Martin, The Pan American Highway, The Araucanians, The Guano Islands of Peru.

MEDICAL AND EDUCATIONAL SURVEY

The high schools of Missouri are being asked to help the Missouri Selective Service System by filling out cooperative school reports which will be used by physicians in the induction stations in reaching a decision on acceptance or rejection of men based on their emotional stability.

The form is to be completed on every boy fifteen years of age and over who graduates or otherwise leaves school. The information on this form will prove valuable to the war effort. Every school should cooperate.

PHYSICAL FITNESS BULLETIN

The U. S. Office of Education through the Federal Security Agency has recently issued pamphlet number 3 of the Victory Corps Series entitled "Physical Fitness Through Health Education for the Victory Corps."

This bulletin was prepared by a committee appointed by the U. S. Commissioner of Education in collaboration with the U. S. Army, U. S. Navy, U. S. Public Health Service and the U. S. Children's Bureau.

The bulletin is designed as a helpful guide for teachers of health and as a source of ideas on health and instruction which can be incorporated into many of the regular school subjects.



Mrs. McDougal, who was once one of us, has consented to come back and help relieve the teacher shortage.

ENCYCLOPAEDIA BRITANNICA ACQUIRES ERPI CLASSROOM FILMS INC.

Acquisition of Erpi Classroom Films Inc. from Western Electric Company by Encyclopaedia Britannica Inc. was announced December 3rd by William Benton, chairman of the board of Britannica, and vice-president of the University of Chicago, to which the 175-year-old publishing organization was given last January by Sears Roebuck & Company.

Ownership of Erpi Classroom Films Inc. brings into the Britannica organization the world's largest producer and distributor of instructional sound films. Included in the transfer are the negatives and prints of Erpi's complete production of over 200 educational subjects in sixteen fields of knowledge.

SCHOOLS AT WAR MAGAZINE FEATURES WAR AND STAMP BOND PROGRAMS OF MISSOURI SCHOOLS

The December issue of the *Schools at War* magazine features the plans of selling bonds and stamps in four Missouri school systems. The article entitled "Case Studies of Community Drives" reveals the work of the schools in Hayti, Sikeston, Strafford, and Monett.

The article relates plans which may be adapted to the use of communities of three hundred to ten thousand population for promoting the sale of war stamps and bonds.

Teachers who would like to receive the *Schools at War* news bulletin especially prepared for them should contact the War Finance Division of the Treasury Department, Washington 25, D. C.

"WHERE DOLLARS MAKE SENSE"

How adequate schools, adequately equipped, and better paid teachers bring a dollar and cents return to community, state and nation, is the theme of a new sound motion picture, "Where Dollars Make Sense." Production of this motion picture has been assigned to The Jam Handy Organization, Detroit, Mich., by its sponsors—The National School Service Institute of Chicago.

Upon completion, prints or copies in 16 mm. will be made available for showing before special groups, including P. T. A., business men's and business women's clubs and organizations, taxpayers, and civic groups. The picture dramatizes the new and growing needs of schools to provide the kind of education the community must have to meet the new demands inevitable in the postwar world.

WAR SAVINGS PROGRAM FOR SCHOOLS-AT-WAR

This handbook of dramatic material has been prepared in answer to repeated requests for War Savings program material and suggestions. It is precisely what the title says it is: a handbook, a guide, a chart of program ideas for school use.

The handbook begins with a general discussion of what makes a good program, what points should be covered, what can be done

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istration fee deferred for immediate enrollment. Free
Certification data. **REGISTER NOW!**

about using War Bonds and Stamps for ad-
mission. Following this opening section, there
are suggestions as to where suitable published
program material may be found. Finally, six
tested War Savings plays for possible use or
study are included.

One copy of this handbook per school may
be secured by writing to: Education Section,
War Finance Division, U. S. Treasury Depart-
ment, Washington, D. C.

DR. PAUL O. SELBY SERVES AS OFFICER OF NCBE SINCE ITS FORMATION

Dr. Paul O. Selby, Northeast Missouri State
Teachers College, has served as an officer of
the National Council for Business Education
since it was formed in 1940. He has recently
been elected by ballot for a four-year term as
vice-president.

The National Council of the organization has
recently announced a committee on post-war
planning in business education consisting of
C. C. Puckett, University of Denver, chairman;
Paul Carlson, State Teachers College, White-
water, Wisconsin; Ira W. Kibby, State De-
partment of Education, Sacramento, California;
Herman Baehr, Wayne High School, Wayne,
Nebraska; and Paul O. Selby, State Teachers
College, Kirksville.

OUR LITERARY HERITAGE

The National Education Association an-
nounces the addition of Selections for Mem-
orizing for grades 10, 11, and 12 to its Per-
sonal Growth Leaflet series of memory selec-
tions. This series—with one leaflet for each
grade—features our common heritage of pur-
pose and aspiration.

Each leaflet contains famous poems which
everyone should know, an appropriate selec-
tion from The Bible, and valuable patriotic
material. These features make them excellent
material for presentation to students. Grades
1-10 are numbered 191-200, respectively; grades
11 and 12 are 291 and 292. Like the other 131
titles in the PGL series, copies are available
at 1c each in quantities of 25 or more, cash with
order. Address the National Education Asso-
ciation, 1201 Sixteenth St., N. W., Washing-
ton 6, D. C.

WHAT MAKES EDUCATIONAL NEWS

The Educational Press Association recently
made an analysis of newspaper clippings from
all parts of the country pertaining to educa-
tion. The analysis revealed these facts:

Fifty-eight per cent of the newspaper clip-

MICHIGAN needs GOOD Teachers

Remuneration and : Approved Working Con-
Advancement : ditions, School Plants
SUBSTANTIAL : and Equipment.

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Park Avenue Building, Detroit, Michigan
MICHIGAN'S LARGEST BUREAU
Joe Wilson, Manager

pings are devoted to higher education or have
their origin from developments in the college
field

Twenty-eight per cent of the clippings are
news reports from the secondary school level
or have to do with secondary school pupils or
their teachers

Fourteen per cent have to do with features,
reports or events in elementary schools, adult
education, government activities, informal edu-
cational activities and foreign news.

SUPERINTENDENT BECOMES CLASSROOM TEACHER

R. E. Taylor, superintendent of schools at
Lincoln, Missouri, is teaching seven classes this
semester due to the teacher shortage in his
school. Next semester he will teach six classes
plus a class in boys' physical education. By
the superintendent taking on these additional
classes and another teacher assuming one class,
students enrolled in the Lincoln high school
will be able to continue courses which they
started in September.

This is not the only situation of this kind in

ATTENTION EDUCATORS

May we send you our free set of Bulletins? They
may help you with your counseling program.
Young men need your assistance in selecting a
vocation. Know the facts about Ranken courses
and opportunities. The school has helped thou-
sands of young men get the right start in a tech-
nical career. With your cooperation others may
be privileged to receive assistance through our
endowments. **RANKEN IS NOT OPERATED
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Missouri. It is being duplicated in other schools of our state and difficulties will continue to increase as future months approach. Our superintendents, principals and supervisors are being forced to curtail the responsibilities that fall within their fields of work. Already over-worked classroom teachers are carrying additional classes and supervising new extra-curricular activities.

10,000 SCHOOLS REBUILT

In 12 liberated regions, out of 18,000 schools destroyed in Russia by the Germans, 10,000 are already repaired and open. In the first half of 1943 about 2,000,000 textbooks were sent to the liberated districts as well as 3,300,000 exercise books and over 2,000,000 roubles worth of school accessories. Provision of an additional 1,000,000 textbooks before the beginning of the new school year is planned.

France: Food shortages have become so acute thruout Nazi-dominated France that children are no longer admitted to public schools without physicians' certificates that they are free of tuberculosis. This report came from "underground" sources, as reported by the United Press. It adds that tuberculosis has become widespread as a result of undernourishment, and that an increasing number of infants are dying because of lack of food before they reach the age of 2.

NATIONAL COUNCIL APPOINTS A NEW SECRETARY

The National Council for the Social Studies announces the appointment of Merrill F. Hartshorn as executive secretary to succeed Wilbur F. Murra who resigned to join the editorial staff of Civic Education Service. Mr. Hartshorn has had many years of teaching experience in Massachusetts and Wisconsin. He also served as the executive secretary of the Harvard Workshop in Education and assisted in the Social Studies Workshop at Harvard for the past two summers. Mr. Hartshorn has had business training and holds undergraduate and graduate degrees from Harvard.

Basically the policy of the National Council for the Social Studies will remain unchanged; that is, to be of as much service as possible to social-studies teachers, and social-studies organizations. Persons desiring assistance or information about Council activities should write to Mr. Merrill F. Hartshorn, executive secretary, National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SOCIAL STUDIES YEARBOOK

The National Council for the Social Studies announces a change in plans for its 1943 yearbook. In place of the previously announced yearbook it will issue an especially timely and important book entitled **Citizens for a New World**, edited by Erling M. Hunt and prepared with the cooperation of the Commission to Study the Organization of Peace. Members of the National Council for the Social Studies

will receive this volume as part of their membership; others may purchase it for \$2.

The book deals with the problems and issues related to the making of the peace and to post-war international organization. It is designed as an authoritative guide to aid teachers in organizing study units, and to stimulate the thinking of all people on this vital topic. This change in plans will cause a delay in the distribution of the yearbook, but it is expected that **Citizens for a New World** will be ready for distribution some time in January, 1944.

CATALOG ON FOREST RESOURCE TEACHING AIDS

A new enlarged educational bibliography listing materials for teaching forest resources and conservation has just been published by the School Department of American Forest Products Industries, Inc.

The new edition, printed in black and green in AFPI's standard 6x9 size, describes and illustrates the three supplementary texts, forest map, forest products chart, series of four posters, and motion picture available to teachers upon request.

Two added features highlight the new publication—suggestions for teaching, made by a well-known text book editor, giving teachers an idea of where and how to use AFPI literature and visual aids; and suggestions for ordering, giving instructions for requesting classroom quantities of material.

Copies for distribution to local schools may be obtained by writing to American Forest Products Industries, Inc., 1319 18th Street, N. W., Washington, D. C.



And another thing Miss Jones, just fill in what is called for. No other remarks are necessary.

SCHOOL AND COMMUNITY

NEW FEATURES MARK 3RD EDITION OF "OUR ARMED FORCES"

Publication of a revised edition of "Our Armed Forces," popular, illustrated book written especially as an introduction to the Army and Navy for high-school students, is announced by the U. S. Office of Education.

Information in the book will answer many questions students ask about the history, background, and traditions of the Army, Navy, Coast Guard and Marine Corps. It also suggests steps to take to prepare for the armed services. Other sections give detailed information on correct use of the flag, a glossary of service terms, and illustrations of insignia of military ranks and ratings. The WEFT Chart, a system for aircraft recognition, originally prepared by the Army Orientation Course, is included. Over 115 charts and photographs illustrate the text.

The 136-page "Our Armed Forces" can be ordered from the Infantry Journal, 1115-17th Street, N. W., Washington, D. C. Single copies are sold for 35 cents. In quantities of four or more, the price is 25 cents.

EDUCATION FOR FREEDOM

Outstanding American educators will discuss the nation's educational problem with the American people over a nation-wide radio network each Monday night, Education for Freedom, Inc., announced recently. The broadcast can be heard on Monday evening, from 9:15 to 9:30 P. M. Central War Time over radio station WOR and a Mutual network.

Education for Freedom, Inc., is a new, non-profit organization formed by a group of American citizens concerned with the educational situation.

This new series of country-wide broadcasts will bring to the microphone each Monday evening, a number of distinguished educators and leaders of thought, including Walter Lippmann, noted journalist; Robert Hutchins, president of the University of Chicago; Joseph A. Brandt, president of the University of Oklahoma; Stringfellow Barr, president of St. John's College, Annapolis; Pitirim Sorokin, professor of sociology at Harvard University; John U. Nef, professor of economic history at the University of Chicago; Alfred Noyes, educator and author; Robert I. Gannon, S. J., president of Fordham University; Mortimer Adler, author and a member of the faculty of the University of Chicago; Alexander Meiklejohn, writer and professor emeritus at the University of Wisconsin; Scott Buchanan, dean of St. John's College, and John Erskine, author and professor emeritus of Columbia University.

OFFER EXTENSION WORK AT MACON, MISSOURI

The University of Missouri is attempting in every way possible to assist the teaching profession during this war period. Because the need is great, two courses will be offered by extension in the high school building in Macon,

Missouri, starting Thursday, January 13th, and continuing for sixteen weeks.

At four o'clock, Dr. W. W. Carpenter, Professor of Education at the University of Missouri, will offer course C190, Introduction to Educational Administration, for two hours' credit. At seven o'clock he will offer C211, Administration of Pupil Personnel, for two hours' credit. These courses will be of professional value to teachers, principals, and superintendents.

Students who do not have their Master's degrees may enroll in both of these courses for four hours' credit or in either one of them for two hours' credit. The credit received may apply on the Master's degree at the University of Missouri, a limitation being that not more than eight hours of off-campus credit can be included in the application for the Master's degree. Credit received for the course C190 may apply on either the Bachelor's or Master's degree.

Registration for these courses may be made at the first meeting of the course, that is, on January 13 in the high school building of Macon, Missouri.

SCHOOLS CAN LEAD IN THE WAR AGAINST FOOD WASTE

In every community, the school can lead in organizing and carrying through a program designed to help citizens stop food wastes. This program may include one or more of the following suggestions:

1. The school can make a survey of food wastes—in the school, in homes, and elsewhere. On the basis of this survey, students can draw up publicity—and action programs which aim to stop these wastes.

2. In the lunchroom, college and fraternity dining hall, and in the home, both children and youth can look for ways to conserve food. In many schools and colleges, they set up "Clean Plate Clubs."

3. Students can assist in community-wide campaigns against food waste through participating in meetings, house-to-house canvasses, and the like. With the assistance of their teachers, they can prepare leaflets, letters, posters, exhibits, plays, articles for publications, and other media which convey the message of food conservation to all students and other residents of the community.

4. In a high school or college, the department of home economics can give valuable assistance to student and adult homemakers regarding effective ways to save food in the home.

Note: For practical tips on food saving in the home see "War on Waste," Consumers' Guide, War Food Administration, Washington, D. C., October, 1943, pp. 7-8. For additional information see Food Fights for Freedom: Guide of Suggestions and Information for Schools and Colleges, available through the Regional and District OPA offices.

SUPERINTENDENTS DALE AND ELLIOTT COMMISSIONED CAPTAINS IN ARMY

Tracy E. Dale, superintendent of schools, St. Joseph, and first vice-president of the Missouri State Teachers Association, has been commissioned a captain in the United States Army Reserves. He is to do work in allied military government of occupied territory.



Tracy E. Dale

Mr. Dale was elected first vice-president of the Missouri State Teachers Association at the Assembly of Delegates meeting at the Annual Convention held in St. Louis, November 3, 1943. He has served as chairman of the Legislative Committee of the Association for the past two years.

Superintendent Dale has served the St. Joseph school system in several different capacities during the past years. He was promoted from business manager to the superintendent's post.

The Board of Education of St. Joseph granted Mr. Dale a leave of absence. George Blackwell, business manager of the St. Joseph school district, was elected acting superintendent.

STUDEBAKER ATTENDED INTER-AMERICAN EDUCATION CONFERENCE

John W. Studebaker, U. S. Commissioner of Education, was designated by President Roosevelt to attend the Conference of Ministers of Education of American Republics which met recently in Panama City, Panama.

The educational leaders of twenty-one free and sovereign countries had placed before them many resolutions and proposals to further the educational development of the American Republics.

Among the resolutions was the recommendation that a contest be conducted under the auspices of the Pan American Union to secure a secondary school textbook on the history of the Americas which would be acceptable to all the Republics.

Another proposal accepted by the Conference provided that an elementary school in each of the Latin American Republics be named in honor of Franklin Delano Roosevelt of the United States; another that schools bearing the names of sister Republics throughout the Americas should receive maps, pictures, textbooks and other educational materials from the Republic for which the school had been named.

The Conference tentatively approved the proposal that the American Republics support the recently established Inter-American university in the city of Panama.

E. A. Elliott, superintendent of the Joplin public schools for the past thirteen years, has recently been called to active duty in the United States Army.



E. A. Elliott

Superintendent Elliott was commissioned a captain in the Army several months ago and had been awaiting his call to duty. He expects to do work in the field of allied military government in connection with occupied territories.

Superintendent Elliott served as president of the Missouri State Teachers Association in 1941-42.

Before being elected superintendent at Joplin, Mr. Elliott served in the school systems of Lee's Summit, Missouri, Waverly and Fredonia, Kansas, Cameron, and Nevada, Missouri. He taught several summer sessions at the Central Missouri State Teachers College and the Kansas State Teachers College at Pittsburg.

Mr. Elliott did not ask for a leave of absence from the Joplin public school system. He resigned, effective on the date of his call into service.

FEDERAL AID FOR SCHOOL LUNCHES

Fifty million dollars—the sum voted by Congress as Federal Aid for school lunches—won't feed all the school children in this country, but it will pull many a school lunch program over the hump.

Teachers know the value of a school lunch. They know it means more work and responsibility for them, but they know, too, that it means better health, behavior, attendance and work on the part of the children.

The money voted by Congress is to be supplemented by foods raised locally. Any public or non-profit, private school or child care center may apply for aid if it can show that Federal help is needed.

The school lunch sponsor signs a contract with the Food Distribution Administration agreeing to offer meals to all children attending the school or child care center regardless of whether or not they can afford to pay.

The plan in general works this way: The sponsors buy the foods locally from farmers or merchants, keeping records of the amount purchased, number of meals served and number of children served without charge or at less than cost. FDA then pays the sponsors for food purchased up to a certain specified amount.

Only a few simple forms must be filled in by the sponsor in order to apply for FDA help. For further information about such aid write Food Distribution Administration, 425 Wilson Building, Dallas, Texas.

COUNTY SUPERINTENDENTS CONFERENCE HELD AT MARYVILLE

Twenty-five county superintendents of schools, four members of the staff of the State Department of Education, members of the faculty of the Maryville State Teachers College and the editor of School and Community discussed the problems of education of Northwest Missouri and Southern Iowa in a two-day session held December 7 and 8, at the Maryville College.

Among the problems before the conference were those of guidance for the teacher, promoting understanding between teachers, administrators, and school board members, in-service training programs, the reorganization of school districts and Federal aid.

Among those taking part in the program were county superintendents G. Frank Smith, Holt; John S. Wright, Mercer; Ralph Ballew, Clay; Otis Thorburn, Andrew; E. C. McNitt, Daviess; Maude M. Friman, Corning, Iowa; William H. Burr, Nodaway; Leonard Jones, Buchanan; Mrs. Marian Lunsford, Gentry; Robert Fadeley, Worth; J. C. Boucher, Livingston; Edna Barnes, Greenfield, Iowa; Blanche Templeton, Atchison; Otis L. Chandler, Ray; Straussie Gall, Clinton; J. A. Burnside, Carroll; H. C. Holt, DeKalb; Mabel Searle, Clarinda, Iowa; Anna D. Engle, Bedford, Iowa; Hugh K. Graham, Grundy; Sylvia Stanley, Harrison; Joe E. Herndon, Platte; Chester A. Lemery, Caldwell; Vera Dickens, Mt. Ayr, Iowa; Aleda Laird, Sidney, Iowa.

The Teachers College faculty members were: J. W. Jones, dean of the College; A. H. Cooper, Leslie G. Somerville, presiding officer of the conference, Chloe Milliken, H. T. Phillips and Herbert R. Dieterich.

A conference committee composed of G. Frank Smith, Miss Blanche Templeton, William Burr and Miss Mabel Searle recommended in its report that the president, vice-president and the secretary-treasurer of the Northwest County Superintendents Association meet with a committee from the Northwest Missouri State Teachers College for the purpose of formulating a program that would be of such nature as to answer some of the questions that were discussed at the conference. The committee also recommended that this conference be held not later than the second week in February.

SURVEY REVEALS WHAT EDUCATION MONEY BUYS

A minimum expenditure of less than \$115 per pupil per year is inadequate to maintain an alert, up-to-date school, aware of the new needs which schools must meet and able to take advantage of improved educational methods, according to a 32-page booklet, "What Education Our Money Buys," prepared by the Institute of Educational Research at Teachers College, Columbia University, under the supervision of Dr. Paul R. Mort and Dr. Arvid Burke, working under the auspices of the New York State Educational Conference Board, publishers of the book. The booklet, which presents these conclusions in a concise, readable

style accompanied by picture diagrams, represents the condensation of a vast amount of material gathered from the annual reports of 290 school systems and from personal visits to 68 of these school systems by 15 field workers.

Each school system was examined through twelve so-called "windows" or vantage points for viewing the school in terms of all its purposes and processes. "Windows" through which observers looked included the Three R's, Exploring Pupils' Abilities, Health and Safety, Making Citizens, Regard for the Individual and The School and The Community.

Double-page spreads are used for each of the twelve topics, with attention centered on the \$115 school and the way in which it is able generally to provide its students with at least a sizeable pane for each of the "windows." On the left-hand page a comparison is made to the \$75 school which this study revealed as "a mixture of good and bad tools and woefully slow to adapt." The services rendered by the well-supported school, spending upwards of \$150 per pupil, are delineated on the right-hand page. These schools are the designers of the new devices and methods which only the \$115 school can afford to adapt quickly.

Copies of the booklet may be obtained by writing directly to the Educational Conference Board, 152 Washington Street, Albany, New York. Single copies are 25c, and lots of 100 are \$15.00.

AWARDS FOR RESEARCH

Pi Lambda Theta, National Association of Women in Education, announces two awards for research on "Professional Problems of Women" from the fund known as the Ella Victoria Dobbs Fellowship. Miss Ella Victoria Dobbs is professor emeritus at the University of Missouri.

The awards of \$400 each will be granted on or before September 15, 1944, for significant research studies in education.

A study may be submitted by any individual whether or not engaged at present in educational work, or by any chapter or group of members of Pi Lambda Theta.

An unpublished study on any aspect of the professional problems of women may be submitted. No study granted an award shall become the property of Pi Lambda Theta, nor shall Pi Lambda Theta in any way restrict the subsequent publication of a study for which an award is granted, except that Pi Lambda Theta shall have the privilege of inserting an introductory statement in the printed form of any study for which an award is made.

Three copies of the final report of the completed research study shall be submitted to the Committee on Studies and Awards by August 1, 1944. Information concerning the awards and the form in which the final report shall be prepared will be furnished upon request. All inquiries should be addressed to the chairman of the Committee on Studies and Awards.

The membership of the Committee on Studies and Awards is as follows: May Seagoe, Uni-

versity of California at Los Angeles, Los Angeles, California—Chairman; Margaret E. Bennett, Pasadena City Schools, Pasadena, California; Marguerite Hall, University of Michigan, Ann Arbor, Michigan; Katherine L. McLaughlin, University of California at Los Angeles, Los Angeles, California; Helen M. Walker, Teachers College, Columbia University, New York City; and Elizabeth Woods, Los Angeles City Schools, Los Angeles, California.

SAMPLE BOOKS

In general, the bookmen recognize that the best medium of bringing the merits of their material to the attention of the school people is the textbook sample, and that there is no substitute for it in the practices of the business. The Association appreciates that one of the specific responsibilities of the superintendent is the selection of textbooks. Also it realizes that the superintendent must rely upon the judgment and advice of his principals, supervisors, and teachers. Consequently, samples are essential if this judgment and selection is to be a sound one. However, the present period of increased costs plus the rising tempo of turnover of teaching personnel have brought the question of samples more sharply into focus. The Association hopes that the school people will request samples only when the immediate possibility of an order or adoption is pending. There is a growing tendency on the part of some teachers to ask for sample copies for classroom or personal libraries with no object of purchase in view. In some cases we know that lavish sampling on the part of bookmen has encouraged this, but it constitutes a serious problem regardless of where the responsibility lies. We feel that it is reasonable, when requests are made for sample copies, that publishers or their representatives should know the official position of the person making the request, and whether the request has the sanction of the proper school authorities, and whether there is a serious intention to examine the samples with a view to recommending a purchase.—The Educational Salesmen's Association of New England.

THIRTEEN MISSOURI SCHOOL MEN VISIT JEFFERSON BARRACKS

Major General F. E. Uhl, U. S. Army, Seventh Service Command, with headquarters at Omaha, Nebraska, recently arranged for a group of thirteen Missouri educators to spend a day observing and participating in the activities of the Induction Station and of the Reception Center located at Jefferson Barracks, Missouri. Both of these separate and distinct activities are under command of Major Clinton E. John of the U. S. Army.

A second day was spent in observing the activities of the Army Air Forces Central Technical Training Command, located in another part of Jefferson Barracks. The thousands of

young men from all parts of the United States who are receiving training for army air service are under the command of Col. Converse R. Lewis. Details of the plan for the two days' visit were arranged by First Lieut. John R. Rackley, headquarters office, Omaha. Lieutenant Rackley also served as military escort and counsellor to the following men who made the trip: Glenn E. Smith, State Department of Education, Jefferson City; John Ruff, School of Education, University of Missouri; L. H. Strunk, Southeast Teachers College, Cape Girardeau; J. S. Nantz, assistant superintendent, St. Louis; J. G. Bryan, director of secondary education, Kansas City; John W. Gates, high school principal, Springfield; Wesley Deneke, superintendent, Flat River; H. V. Mason, high school principal, Hannibal; B. P. Lewis, superintendent, Rolla; Miles A. Elliff, superintendent, Lebanon; Herbert Schooling, superintendent, Hayti; Joseph Verby, assistant principal, Webster Groves; C. J. Burger, superintendent, Washington.

MRS. VILHAUER WINS AWARD ON RESEARCH STUDY

Mrs. Charles E. Vilhauer, who for six years was teacher and principal of the Syracuse high school but who is now head of the Commercial Department of Central College at Fayette, Missouri, has been notified that she is the recipient of the Rho Chapter Pi Lambda Theta Award of \$100. This is the annual award granted by the New York University chapter and is based on the value of the research study which she is making for her degree of Doctor of Philosophy. Her problem for investigation is a special study of the doctorate as a professional investment for teachers. It is a comparative study of doctors of education and doctors of philosophy and of men and women groups of doctors who have earned their doctorates in New York University since 1934.

In announcing the award, Dr. Lenore Vaughn-Eames, chairman of the committee reviewing the outlines which were being considered, wrote: "In addition to the good wishes of the chapter, please accept my personal congratulations. We all feel that your study should have definite guidance value for both the university and matriculated students."

Mrs. Vilhauer has completed all course requirements in New York University for her doctor's degree, has collected all the required data for the dissertation, and expects to complete the writing of the dissertation during this school year while continuing her duties at Central College. She came to Central directly from the Packard School of New York City where she was teaching part-time while attending New York University. She is also a member of the Alpha Chapter of Delta Pi Epsilon, a national honorary fraternity in business education. She holds a master's degree in English from the University of Missouri.

NECROLOGY

R. B. Meentemeyer

R. B. Meentemeyer, a member of the Executive Committee of the Missouri School Board Association, was killed December 8, 1943, when the automobile which he was driving went out of control and turned over.

Mr. Meentemeyer had been a member of the Gideon board of education for twenty years. He was active in Kiwanis work, and was retiring as Lieutenant Governor of his district.

R. C. Creech

R. C. Creech, formerly an elementary principal at Triplett, Missouri, before joining the State Highway Patrol in 1942, was killed December 12, 1943, while on duty. Mr. Creech was directing traffic near Shelby, Missouri, when he was struck by a passing car.



John R. Kitchell

Sgt. John R. Kitchell, formerly general science and physical education teacher in the Belgrade high school, was shot accidentally at Camp Rucker, Alabama, while in training.

He was educated in the public schools of Washington county, Missouri, graduating from the Caledonia high school. He attended the Cape Girardeau State Teachers College and later the University of Missouri. His teaching experience included terms at Caledonia, Vanduser, Advance and Belgrade.

Departing from the teaching profession he enlisted as a volunteer in the U. S. Army on October 8, 1940, and was assigned to the Medical Corps. He had served twenty-seven months in the Army before his sudden death.

A military service was conducted for Sgt. Kitchell in the Chapel at Camp Rucker, Alabama. Before going to Camp Rucker Sgt. Kitchell had been in training at Fort Lewis, Washington, and also in California.

Carrie Baker

Miss Carrie Baker, a teacher in the Anniston public schools, was recently killed when struck by an automobile. She was waiting for the school bus when the accident occurred.

RED JACKET

by
Smith



THE CLIPPER SHIP era began in 1843. The movement resulted from the profit to be made by rapid transfer of cargo from the Orient to Europe and to the Eastern Coast of the United States. The settlement of Australia also contributed. With the discovery of gold in California, the demand for rapid passenger traffic became enormous. The Clipper Ship represents the fastest large vessels propelled by wind ever to be built and much more can be learned of them by referring to "Art for Missouri" 1943-44, now offered in connection with our current picture study program.

A color reproduction of one of the most famous Clipper Ships, "The Red Jacket," is one of ten pictures scheduled for study this year and available in the set supplied by the Reading Circle Dept. of the Missouri State Teachers Association at \$3.60 per set of ten. The pictures are enclosed in folders with extensive study suggestions, including integration notes for art, music, language and social studies.

Orders for this material and all other supplementary material for carrying out the work of the Courses of Study should be sent to

Missouri State Teachers Association
Everett Keith, Secretary
Columbia, Missouri

Send for our P. R. C. order blank.

NEA HONOR ROLL

Every teacher should be a member of the local, state and national education associations. Virtually every teacher in Missouri is a member of the local and state associations, but only 23% are members of the National Education Association.

A vigorous campaign is being waged by the Public Relations Committee of the Missouri State Teachers Association to increase Missouri's membership in the NEA to at least 10,000 teachers or 40% of the teaching profession of the state. The campaign is gaining headway as is evidenced by the number of schools and school systems in Missouri who have already enrolled 100% of their teachers.

The following school systems, according to

T. D. Martin, director of membership of the NEA, have reported 100% enrollments in the National Education Association for 1943-44: Boonville, Trenton, Ladue, Kirkwood, Maryville, Clayton, Sedalia and Hartville.

The schools in the following cities that have reported 100% enrollments are:

Columbia: Eugene Field, Jefferson Jr., John Ridgeway, Thomas H. Benton, and Ulysses S. Grant.

Kimmswick: Windsor.

Shelbina: High School.

Jefferson City: Broadway.

Cabool: Consolidated School, Dist. No. 4.

Richmond Heights: West Richmond.

Springfield: Boyd.

Wellston: Spencer.

Webster Groves: Avery, Bristol, Douglass High, Goodall, and Washington Park.

Kansas City: Bruce, James, Geo. B. Longan, Edwin C. Meservey, Paseo High, D. M. Pinkerton, Seven Oaks, Spofford Home, and Chas. Sumner.

St. Louis: Ashland High, Baden, Banneker, Bates, Bellefontaine Farms, Bel Nor, Buder, Busch, Carondelet, Carr, Carr Lane, Central High, Charless, Chouteau, City Hospital School, Clay, Cole, Columbia, Cote Brillante, House of Detention, Dessalines, Dewey, Dumas, Field, Fremont, Froebel, Gallaudet, Gardenville, Garfield, Grant, Gundlach, Harrison, Herzog, Hodgen, Humboldt, Jefferson, Lafayette, Lincoln, Lindenwood, Long, Longfellow, L'Ouverture, Madison, Mallinckrodt, Marshall, Mason, McKinley, Meramec, Michael, Monroe, Mount Pleasant, Mullanphy, Nottingham Avenue, Oak Hill, Homer G. Phillips Hospital School, Resident Open Air, Riddick, Rock Spring, Roe, Scruggs, Scullin, Shaw, Shriners Hospital School, Shenandoah, Sherman, Sigel, Simmons, Southwest High, Special School No. 6, Special School No. 9, Special School No. 11, Stix, St. Louis Children's Hospital, Virginia Avenue, Wade, Walbridge, Waring, Washington, Wheatley, Wilkinson, Woerner, Woodward, and Wyman. The administrative staff and supervisors in the Board of Education building are also enrolled 100%.

If you have not already joined the National Education Association, fill in the following blank and mail it today.

NATIONAL EDUCATION ASS'N OF THE UNITED STATES

1201 16th Street, N. W.
Washington, D. C.

Application for Membership

Name

Street

Address for

The Journal

City State

This application may be used by either new or former members. Enclose dues, \$2.

NOTES FOR TEACHERS

Typewriting Teachers: Typing speeds of 165 and 180 words a minute are daily events at the Navy Department by those using machines with keyboards developed by Lt. Commander August Dvorak. According to the inventor, work output is increased more than 35 per cent with the new keyboard. Secret of the new keyboard: Letters are so arranged that only 44 per cent of the work is put on the left hand and 56 per cent on the right hand. With the standard keyboard the left hand does 57 per cent of the work, and the right hand only 43 per cent.

Geography Teachers: Did you know that only 10 states, the District of Columbia, and Hawaii, of the 48 states and territories, are completely mapped? The Geological Survey, Department of the Interior, adds that after 167 years of national existence only 47 per cent of our country has been officially mapped to show the actual shape and elevation of land surfaces, streams and drainages and the location of cities, towns, and roads. To correct this situation, the Geological Survey is now photographing large strategic areas from the air and mapping them at speeds five times greater than were possible before the war.

Physics Teachers: Aviation technicians have worked out a "vision-range" formula to help determine how far pilots and air navigators see from their airplanes. According to this formula, the range of vision is equal to the square root of the altitude multiplied by 1.225 miles. The formula yields the following table:

	Miles
From 1,000 feet you can see	39
From 2,000 feet you can see	55
From 3,000 feet you can see	62
From 4,000 feet you can see	77
From 5,000 feet you can see	82
From 10,000 feet you can see	123
From 15,000 feet you can see	150
From 20,000 feet you can see	173
From 25,000 feet you can see	194

IMPORTANT EVENTS

FEBRUARY

- 4 Department of Superintendence of M. S. T. A., Thirty-first Annual Meeting, Columbia, February 4 and 5, 1944.

MARCH

- 8 American Association of School Administrators Regional Conference, Kansas City, March 8-10, 1944.

MAY

- 21 I Am An American Day (Citizenship Day), May 21, 1944.

JULY

- 5 National Educational Association Representative Assembly, Pittsburgh, Pennsylvania, July 5-6, 1944.

NOVEMBER

- 1 Missouri State Teachers Association Annual Convention, Kansas City, November 1-3, 1944.

New Books

If and And, by W. P. King. Pages 86. Published by The Hobson Press. Price \$1.25 subject to 20% school discount.

The author relates through poems the experiences of many years that have grown out of the observation of human relationships. He expresses in an easy style the simple procedures of life and some elementary philosophies which should be included in the pattern of our living.

Literature, A Series of Anthologies, Books One, Two and Three, by E. A. Cross and Elizabeth Lehr. Pages 620, 620 and 688 plus x respectively. Published by Macmillan Company. Prices \$2.20, \$2.20 and \$2.32.

This series of anthologies, emphasizing courage, loyalty, achievement, and understanding, presents a variety of types of material. Each is beautifully illustrated by 40 full-page pen-and-ink drawings by Maud and Miska Petersham.

Fundamentals of Electricity, by Fred R. Miller. Pages 211 plus x. Published by D. C. Heath and Company. Price \$1.00.

Miller's *Fundamentals of Electricity* follows the outline issued by the War Department, and is designed as a first-level course.

Never Surrender, by Brassil Fitzgerald. Pages 271. Published by Ginn and Company. Price \$1.00, subject to usual discount.

Never Surrender is for use in English or civics classes, Grades 7-10. Exercises, topics for library detectives, reading, or subjects for themes accompany the stories.

Fundamentals of Shopwork, by David J. Swartz, Milton J. Gunerman, and Alphonse Lafon. Pages 421 plus xxx. Published by Henry Holt and Company. Price \$1.60.

Fundamentals of Shopwork serves as a pre-induction training textbook, in classroom or home study; it will improve the beginner's skills in industry; it may be used as a book of reference for shop courses in schools which have abundant shop equipment and it will support a strong course in shop theory and practice in schools which have no shop equipment.

Health of Our Nation including Being Alive and Health Problems, by Clifford Lee Brownell, Jesse Feiring Williams, and William Leonard Hughes. Pages 420 plus x and 311 plus x. Published by American Book Company.

Being Alive aims to explain the essential facts in human anatomy and physiology while *Health Problems* was written especially to help young people solve their personal health problems.

America Speaking, by Olga Perschbacher and Dorothy Wilde. Pages 467 plus x. Published by Scott, Foresman and Company. List Price \$1.60.

The book interprets democracy as a practical, workable ideal of living. Beginning with democratic relations among family and friends, then showing how Americans take pride in work well done, continuing with the foundation and growth of democratic ideals in this country, and finally concluding with the responsibility every American should share today in strengthening democracy.

A First Course in Education, by Ward G. Reeder. Pages 646 plus x. Published by Macmillan Company. Price \$3.50.

This book has been written primarily as a textbook for students in their first course in education. It is designed to comprise work for one quarter or one semester.

Getting Ready to Read, by Delia E. Kibbe. Pages 96. Published by E. M. Hale and Company. Price 44 cents subject to the usual school discount.

Getting Ready to Read presents a modern program of instruction planned to introduce the child to the first steps of learning to read through a gradual and informal approach.

The American Nations, by Wallace W. Atwood and Helen Goss Thomas. Pages 380 plus x. Published by Ginn and Company. Price \$1.68.

The American Nations is a timely study of the United States. It presents our neighbors to the north—the Dominion of Canada, Newfoundland, and Labrador—and the race and culture of Latin America. Material is available to aid in global thinking and air-mindedness.

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EDITORIAL—FEDERAL AID TO EDUCATION

THE FEDERAL AID TO EDUCATION Bill, S. 637, after a stormy life has been re-committed to the Committee on Education and Labor in the United States Senate. In plainer words the bill has been buried in a special Senate pigeonhole. Our chances for Federal Aid for education has not however been killed by the re-committing of this bill to the Committee. A companion measure, H. R. 2849, is being considered by the House of Representatives.

Now that S. 637 has been sabotaged it is all the more necessary that we marshal our forces and focus our interest on the passing of H. R. 2849. Lest this measure should meet the same unmerciful garroting that S. 637 was subjected to, let us examine some of the objections used by the opponents to kill the measure.

In a recent issue of the bulletin entitled "Friends of the Public Schools" (incidentally the title is a misnomer and the editor of this publication actually gloated over the fact that S. 637 had been killed) there appeared ten objections to S. 637 as given by Senator David I. Walsh. These objections are as follows:

1. That "We have had too much centralization resulting in bureaucratic control over the affairs of our citizens. . . ."

2. That "If the bill becomes a law Federal domination of education will be the ultimate consequence."

3. That control of education is a potent weapon of dictators. "At the beginning of the extensions of Federal aid we should vigorously oppose taking the control of the education of our youth away from the parents and local communities and placing it under the yoke of a bureaucracy. . . ."

4. That on account of difference in opportunities in the states the effort to make them uniform would remove local responsibility, and the school system would inexorably be drawn under the thumb of Federal bureaucracy.

5. That much larger grants than the \$300,000,000 would be inevitable.

6. That the bill places unnecessary and additional burdens on an already staggering total of Federal expenditures.

7. That the bill creates deliberate confusion between emergency grants and permanent grants to states.

8. That states have vast surpluses and that this Federal Aid is not needed. Many states have already increased their teachers' salaries.

9. That the bill will lead to uniform salary demand.

10. That the bill undertakes to punish, by further taxation, states that have sacrificed most to improve their educational systems.

Close scrutiny of these ten objections will reveal that Senator Walsh is merely setting up a straw-man and then attacking it with a verbal barrage. The bill eliminates the possibility of Federal domination. The bill in no wise provides for a dictator or the shifting of the control of education from local to Federal authorities.

Local responsibility would not be removed as stated in objection number 4. The measure specifically stated that local and state responsibility would have to be continued or Federal Aid would not be forthcoming.

Objection number 5 really seems to be an argument for the measure for if larger grants are inevitable it would certainly indicate that education is in great need of Federal support.

As to objection number 6, we believe that the American people think education is necessary and that support necessitated for education is not considered as an unnecessary expenditure.

If confusion existed as stated in objection number 7, we believe an examination of a good dictionary will differentiate between the words emergency and permanent.

We do not purport to speak for other states, but certainly there is no vast surplus of money in Missouri for education. Teachers may have received an increase in salary but the increase is far short of that necessary to keep their salary in pace with rising living costs.

Objection number 9 goes into the field of prophecy. We have as yet to see in print the demand for a uniform salary for the teachers of the nation by any state or national education association.

The bill does attempt to equalize educational opportunity and if Senator Walsh desires to construe this as being punishment, his argument may have some validity. We feel that it is very American to visualize equal educational opportunities for the children of these United States.

Let's be ready to meet these and all other unfair objections to Federal Aid as espoused by those who have interests that are detrimental to the true spirit of American education.

UNIVERSITY OF MISSOURI

1944 Summer Session

June 19 to September 9

The 1944 Summer Session is being planned to offer University facilities and resources to all qualified students who may be interested in beginning or in continuing a program of higher education. All Schools and Colleges of the University will be in operation during the summer session.

During these times when education, specialized training, and research are such significant factors on both the war and the home fronts, you are urged to investigate the advantages which are made possible by this University Summer Session program.

Special Opportunities for Teachers and School Administrators

In recognition of the acute shortage of trained teachers, and of the fact that the official closing date of the summer session conflicts with the opening of the fall term in the public schools, the School of Education and the Graduate Department of Education have organized four summer session terms.

1. **April 24—June 2.** A six-week term for rural and elementary school teachers.
2. **May 22—June 17.** A four-week term for town and city school teachers and administrators. Graduate work will be emphasized.
3. **June 19—July 29.** A six-week term. Complete offerings will be available for undergraduate and graduate students on all levels.
4. **July 31—August 26.** A four-week graduate session will be available.

You are invited to write to us about the summer session and your educational problems.

Address inquiries to:

Director Summer Session
UNIVERSITY OF MISSOURI
212 Education Building
Desk 1.

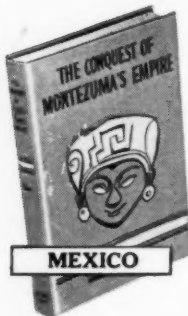
FOR THE BUSY TEACHER

IN order to make it easy for the busy teacher to select books that provide the informational background about the countries engaged in the present global war, this classified grouping of CADMUS BOOKS has been prepared.

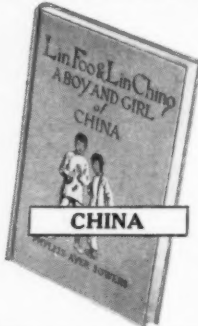
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